

Comprehensive Guide to the Annual Performance Report for Educator Preparation Programs



2019 Version



The Missouri Standards for the Preparation of Educators (MoSPE) outlines the expectations for programs that are preparing educators for certification in Missouri. In order to ensure that programs are meeting these expectations, the Department of Elementary and Secondary Education (DESE) established an Annual Performance Report for Educator Preparation Programs (APR-EPP) to measure the performance of educator preparation programs (EPPs) in valid, accurate and meaningful ways. The APR-EPP is based on the Missouri standards and provides a mechanism by which to review and approve EPPs at the certification area level. Information provided through these reports will assist in recognizing high-performing programs as models of excellence based on a set of standards and indicators. Likewise, the reports will facilitate identification of programs in need of improvement so they can receive appropriate support. These standards will guide Missouri's continuous improvement efforts as we work together to reach our goal of preparing, developing and supporting effective educators. DESE expresses its appreciation to all who continue to contribute to the process.

Teacher APR Information

OVERVIEW OF TEACHER EDUCATOR PREPARATION PROGRAM (EPP) APPROVAL

The State Board of Education (Board) is charged with the approval of Educator Preparation Programs (EPPs) and their individual certification areas. Approval is based on Missouri Standards for the Preparation of Educators (MoSPE), which were approved by the Board in November 2012. There are two types of approval: initial and continuing.

Initial Approval

EPPs that have not been approved by the Board must go through the initial approval process before they are able to recommend preparation program candidates for educator certification in Missouri.

EPPs must provide evidence indicating MoSPE requirements have been met. Once such evidence has been provided, the proposed EPP and certification area(s) will receive initial approval from the Board.

The following information and commitments are documented in the application materials submitted to the Board by EPPs seeking initial approval:

- Evidence that valid and reliable assessments, comparable in scope and purpose to those developed under the state plan, will be used to measure the growth and development of candidates
- A list of the certification areas in need of approval
- An outline of the coursework, competencies and/or experiences designed to prepare educators in each one of the certification areas
- Timelines for the approval by the Board, recruitment of students, and the anticipated date of their first program completers

Continuing Accreditation

All certification areas approved by DESE earn continuing accreditation on an annual basis. The APR-EPP will be used to generate data for this purpose. The APR-EPP will be compiled by DESE each year and will consist of performance data measured to determine whether or not an individual certification area continues to meet state standards. The reports will be based on the following performance standard:

Teacher Preparation Programs will be measured on all nine Missouri Teacher Standards

The following categories will be used to accredit certification areas:

- **1. Accredited:** Certification areas that meet all of the standards for the preparation of educators will be accredited and may continue to recommend candidates for certification.
- **2. Provisionally Accredited:** Certification areas will be issued a status of Provisional Accreditation based on points earned on at least two of the qualifying standards. The Provisional Accreditation classification does not require action by the Board, and the EPP retains the ability to continue to recommend candidates in those certification areas.
- **3. Unaccredited:** DESE makes recommendations to the Board for specific actions. A provisionally accredited certification area that earns fewer than 70 percent of the points possible in two consecutive years will be reviewed by the Board. If the Board finds that the certification area is making sufficient progress, it may designate the certification area as Provisionally Accredited for a one-year period. If the Board determines that the certification area is not making sufficient progress toward achieving full accredited status, it may declare the certification area Unaccredited. An unaccredited certification area may not recommend preparation program candidates for certification.

SCORING GUIDE FOR THE ANNUAL PERFORMANCE REPORT FOR EDUCATOR PREPARATION PROGRAMS (APR-EPP)

The overall goal of MoSPE is to ensure that all EPPs will produce effective educators. To measure how well certification areas are performing relative to the standards, DESE produces an Annual Performance Report for each EPP with data from each certification area. In order to retain accreditation, certification areas must meet designated benchmarks for each applicable performance standard.

Methodology

Each performance standard included in the APR-EPP is built from data collected on completers during the 2018-19 academic year. Certification Candidates are identified based on the data submitted by EPPs. The academic year is standardized across programs and begins with the fall semester. Thus, each academic year includes the fall, winter/spring and summer semesters, consecutively. Therefore, data for the 2019 APR-EPP is collected from September 1, 2018 through August 31, 2019.

Data is provided at the individual certification area level. The list of certification areas is included in appendix A. Reports will be generated by certification area for the purpose of continuous improvement.

Cell Size Considerations for Individual Performance Indicators

Each certification area must have at least 10 certification candidates, cumulative, over the past five years in order to generate an APR for public reporting. This method results in pooled averages for each standard. "Pooling" means that all the data collected over the five-year period will be accumulated, and a single aggregate will be computed from those data. In 2019, the APR is based on two years of data.

Individual certification area reports will be released securely to EPPs for planning purposes, regardless of cell size. The report will be provided for the purposes of continuous improvement and will be used as a basis for making accountability decisions even if the number of certification candidates is fewer than 10. However, an accreditation designation will not be made until five years of data has been collected regardless of cell size.

The following list identifies data collected for the standards in making these determinations:

- **Program Completer** refers to a person who has met all the requirements of a state-approved educator preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as criterion for determining who is a program completer. Completers include any student who has completed a program of study to become a teacher, librarian, student services provider (e.g. school counselor), and school leader (e.g. principal)
- Certification Candidate refers to an individual who has completed the requirements for a degree program leading to certification and/or a certification-only program, including the passage of the Missouri Content Assessment (MoCA), GPA, and the performance assessment. The certification candidate must be eligible to be recommended by the educator preparation program for certification
- Reported GPA includes GPA data collected on program completers that met the GPA requirements for degree completion. Content programs (e.g., Mathematics 9-12 or Chemistry 9-12) and professional programs have a GPA reporting requirement. The 2019 APR-EPP will use the cumulative grade point average for Early Childhood Education B-3, Elementary Education 1-6, Mild/Moderate Cross-Categorical Education K-12, Early Childhood Special Education B-3, and for all Alternative Certification areas. A full list of certification areas with GPA reporting requirements is included in appendix C
- Cooperating Teacher (CT) Missouri Educator Evaluation System (MEES) Rating
- University Supervisor (US) Missouri Educator Evaluation System (MEES) Rating
- First-Year Teachers' Self-Reported Overall Preparation includes the number of survey respondents of certificated individuals recorded either during the year of completion or subsequent to the year of completion
- Principals' and/or Supervisors' Perceptions of First-Year Teachers' Overall Preparation includes the number of questionnaires submitted by principals and/or supervisors of first-year teachers, tied to a certificated individual that were recorded either during the first year of completion or subsequent to the year of completion

Missouri Educator Evaluation System (MEES)

Education Preparation Programs (EPPs) must report a <u>summative</u> score per MEES standard based on the following conditions:

- Traditional (TD)
 - o Cooperative Teacher (CT)
 - Standards 1, 2, 3, 4, 5, 6, 7, 8, & 9
 - Score range between 0 4 (#. #)
 - o University Supervisor (US)
 - Standards 1, 2, 3, 4, 5, 6, 7, 8, & 9
 - Score range between 0 4 (#. #)

- Non-Traditional (NT)
 - Cooperative Teacher (CT)
 - Standards 1, 2, 3, 4, 5, 6, 7, 8, & 9
 - Score range between 0 4 (#. #)
 - o University Supervisor (US)
 - Standards 1, 2, 3, 4, 5, 6, 7, 8, & 9
 - Score range between 0 4 (#. #)
- Associate of Arts in Teaching (AT)
 - o Cooperative Teacher (CT)
 - Standards 1, 2, 3, 4, 5, 6, 7, 8, & 9
 - Score is NA
 - o University Supervisor (US)
 - Standards 1, 2, 3, 4, 5, 6, 7, 8, & 9
 - Score is NA

Survey Participation Rate

Participation rates are calculated for standards derived from first-year teacher survey data. In order for a certification area within an EPP to be held accountable for these standards, a participation rate of 40 percent or greater is necessary.

The participation rate for the First-Year Teachers' Overall Preparation standard is calculated as x/y, where

- x = number of certificated candidates that received and completed the survey; and
- y = number of certificated candidates that received a survey.

Similarly, the participation rate for the Principals' and/or Supervisors' perceptions of First-Year Teachers' Overall Preparation standard is calculated as x/y, where

- x = number of principals or supervisors that received and completed the survey in a Missouri public school; and
- y = number of principals and/or supervisors of certificated candidates that received a survey.

Accreditation Designations

Accreditation Designation	Percentage of Points Earned
Accredited	70.00% to 100.00%
Provisionally Accredited	60.00% to 69.99%
Unaccredited	≤ 59.99%

Accreditation Designation for individual certification areas is determined by points assigned to each of the nine Missouri Teaching Standards in the 2019 APR-EPP:

- Teacher Standard 1: Content Knowledge (90 points possible)
- Teacher Standard 2: Student Learning and Development (20 points possible)
- Teacher Standard 3: Curriculum Implementation (20 points possible)
- Teacher Standard 4: Critical Thinking (20 points possible)
- Teacher Standard 5: Classroom Environment (20 points possible)
- Teacher Standard 6: Effective Communication (20 points possible)
- Teacher Standard 7: Assessment and Data Analysis (20 points possible)
- Teacher Standard 8: Professionalism (20 points possible)
- Teacher Standard 9: Professional Collaboration (20 points possible)

Total Number of Points Possible = 250

A certification area must have sufficient data for analysis to earn an Accreditation Designation. The points earned are divided by the points possible for each standard to determine a percentage of points earned. Then the percentage of points earned is multiplied by a weighted percent to obtain a weighted score. The weighted percentage scores are totaled and will be assigned an Accreditation Designation based on the Accreditation Designation table.

Weighted Percentage

Standards	MoCA	GPA	MEES	Sur	veys	Total Points Earned	% of Whole
1. Content Knowledge	50	20	10	5	5	90	22
2. Student Learning & Development			10	5	5	20	17
3. Curriculum Implementation			10	5	5	20	15
4. Critical Thinking			10	5	5	20	5
5. Positive Classroom Environment			10	5	5	20	15
6. Effective Communication			10	5	5	20	3
7. Student Assessment & Data Analysis			10	5	5	20	17
8. Professionalism			10	5	5	20	3
9. Professional Collaboration			10	5	5	20	3
Total Points	50	20	90	45	45	250	100%

CALCULATING THE EDUCATOR PREPARATION PROGRAMS FOR ANNUAL PERFORMANCE REPORT (APR-EPP)

The following pages explain how each of the standards will be calculated. DESE works with a contracted vendor to collect data for the content assessments and surveys.

Overview of Calculations

The APR-EPP 2019 will be based on **Certification Candidates**. A Certification Candidate refers to an individual who has completed the requirements for a degree program leading to certification and/or a certification-only program, including the passage of the statewide content assessment, GPA, and the performance assessment. The certification candidate must be eligible to be recommended by the educator preparation program for certification.

Business Logic	Calculations will include information from the Missouri Content Assessment (MoCA), GPA, Missouri Educator Evaluation System (MEES) and surveys. Points from each standard will be totaled and divided by the total points possible and multiplied by 100 to get the Percent Earned of Total. The total will be multiplied by the weighted percentage to obtain the weighted score.				
Data Point	Missouri Content Assessment (MoCA) • Score will be assigned based upon the average of the best score earned by each certification candidate regardless of when the score was earned • The "N" size is based on 10 or more Certification Candidates • Based on average of best attempt(s) per SSN per certification area • EPP certification areas will receive points as noted below based on the average from the Certification Candidates for over five years starting with 2018 • Scoring Guide will be based on all years in the APR-EPP starting with 2018				
Definition	The teacher candidate understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students				
Special Notes	Elementary: La Social Studies (**Special Note – Stude	inguage Arts (Test Code 007), I (Test Code 010) ents in Social Science 9 – 12 m	1 – 6 must pass all four sections of Mathematics (Test Code 008), Science ust pass all six sections of the MoC	ce (Test Code 009), &	
		st Code 28), Political Science (orld History (Test Code 26), Econor Test Code 29), & Behavioral Science 20.0 due to the requirements for a	mics (Test Code 27), e (Test Code 30)	
Scoring Guide	**Special Note – MoCA	st Code 28), Political Science (A scoring guide is not below 2	Test Code 29), & Behavioral Science 20.0 due to the requirements for a	mics (Test Code 27), e (Test Code 30)	
Scoring Guide	**Special Note – MoCa	st Code 28), Political Science (A scoring guide is not below 2 Mo	Test Code 29), & Behavioral Science 20.0 due to the requirements for a CA	mics (Test Code 27), e (Test Code 30)	
Scoring Guide	**Special Note – MoCa	st Code 28), Political Science (A scoring guide is not below 2 Mo Average Range	Test Code 29), & Behavioral Science 20.0 due to the requirements for a CA Points	mics (Test Code 27), e (Test Code 30)	
Scoring Guide	**Special Note – MoCa	St Code 28), Political Science (A scoring guide is not below 2 Mo Average Range 250.0 +	CA Points 50.0	nics (Test Code 27), e (Test Code 30)	
Scoring Guide	**Special Note – MoCa	st Code 28), Political Science (A scoring guide is not below 2 Mo Average Range	Test Code 29), & Behavioral Science 20.0 due to the requirements for a CA Points	nics (Test Code 27), e (Test Code 30)	

MoCA					
Average Range	Points				
250.0 +	50.0				
245.0 – 249.9	47.5				
240.0 - 244.9	45.0				
235.0 – 239.9	42.5				
230.0 - 234.9	40.0				
225.0 – 229.9	37.5				
220.0 - 224.9	35.0				

Business Logic	Evaluation System (MF	EES) and surveys. Points from 6 by 100 to get the Percent Earne	ri Content Assessment (MoCA), GI each standard will be totaled and div ed of Total. The total will be multip	vided by the total points		
Data Point	EPP includes of Childhood Special Childhood Spec	GPA of certification candidates cumulative average GPA for Ea ecial Education, Mild/Moderate 'N" size is based on 10 or more certification areas will receive prication Candidates for over five	oints as noted below, based on the	ry Education, Early ive Certification Areas average GPA from the		
Definition			s, structures, and tools of inquiry of subject matter meaningful and eng			
Special Notes	**Special Note – GPA scoring guide is not below 2.75 due to the requirements for a Certification Candidate					
Scoring Guide	_					
			Average (GPA)			
	<u> </u>	Average Range	Points			
		3.60 +	20.00			
		3.60 + 3.40 - 3.59	20.00 19.25			
		3.60 + 3.40 - 3.59 3.20 - 3.39	20.00 19.25 18.50			
		3.60 + 3.40 - 3.59	20.00 19.25			

Business Logic	Evaluation System (MEI	ES) and surveys. Points from by 100 to get the Percent Earn	uri Content Assessment (MoCA), Greach standard will be totaled and direct of Total. The total will be multip	vided by the total points
Data Point	 The "N" size is MEES Standard For each (US) s The average total means 	based on 10 or more Certification candidate, the ummative scores will be added a submission of certification candidate, the ummative scores will be added a submission of certification candidate. That average will determine	will be used in the calculation Cooperating Teacher (CT) and the ed together and divided by two ach certification candidate will be ad ates to obtain an average score for ea	University Supervisor Ided and divided by the ach EPP Certification
Definition			ts, structures, and tools of inquiry of f subject matter meaningful and eng	
Special Notes	N/A			
Scoring Guide				
			ance Assessment	
		Average Range	Points	
		2.50 +	10	
		2.25 – 2.49	9	
		2.00 – 2.24	8	
		1.75 – 1.99	7	
		1.50 – 1.74	6	
		1.25 – 1.49	5	-
		1.00 - 1.24 0.00 - 0.99	0	-
		0.00 - 0.39	U	

Business Logic	Calculations will include information from the Missouri Content Assessment (MoCA), GPA, Missouri Educator Evaluation System (MEES) and surveys. Points from each standard will be totaled and divided by the total points possible and multiplied by 100 to get the Percent Earned of Total. The total will be multiplied by the weighted percentage to obtain the weighted score.					
Data Point	O DESE First-Y O Survey and the associa	contracts with the Office of Sear Teacher Survey responses are assigned a score first-year educators' superviated with the standard In order to be report a minimum the particum of the parti	re and averaged by each standard, wisor surveys. Survey items will be use orted am of 10 surveys must be returned, Actipation rate must be at least 40 perces. First-Year Educator Responses It is the average of all the scores related to Standard 1 on the surveys will responses received for each EPP certapporting data pages there will be a coresponses and one for first-year educators. Add the scores for the First-Year Educators will determine points received. Add the scores for the First-Year Educators and divide by the number of surveys components and divide by the number of surveys components received. The average score will determine points received from First-Year Educator Supervisor's responses and placetor Supervisor's responses supervisor responses and placetor Supervis	th the first-year educator ed to generate points END ent ted to Standard 1 esponses ted to Standard 1 be totaled and divided iffication area olumn for first-year eators' supervisor ucator responses and epleted. The average ucator Supervisor's of surveys completed. ints received eator responses and First-ice the total points on the		
Definition	The teacher candidate understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.					
Special Notes	N/A					
Scoring Guide		T: 4	N. C	1		
		Average Range	Year Survey Points			
		4.0 – 5.0	5			
		3.0 – 3.9	4			
		2.0 – 2.9	3			
		0.0 – 1.9	0			

Teacher Program Standard 2: Student Learning and Development

Business Logic	from each standard will	be totaled and divided by the	uri Educator Evaluation System (l total points possible and multiple reighted percentage to obtain the	by 100 to get the Percent
Data Point	 The "N" size is MEES Standard For each (US) s The average total means. 	based on 10 or more Certification candidate, the ummative scores will be addiverage summative score for example of certification candidate, the ummative scores will be addiverage summative score for example of certification candid That average will determine page 10 or more page 11 or more page 12 or more page 12 or more page 13 or more page 13 or more page 14 or more page 14 or more page 15 or more page 15 or more page 16 or more page 16 or more page 16 or more page 16 or more page 17 or more page 17 or more page 17 or more page 17 or more page 18 or	will be used in the calculation c Cooperating Teacher (CT) and the ed together and divided by two ach certification candidate will be ates to obtain an average score for	he University Supervisor added and divided by the r each EPP Certification
Definition		g opportunities that are adapt	, develop and differ in their appro ed to diverse learners and support	
Special Notes	N/A			
Scoring Guide		Perform Average Range 2.50 + 2.25 - 2.49 2.00 - 2.24 1.75 - 1.99 1.50 - 1.74 1.25 - 1.49 1.00 - 1.24 0.00 - 0.99	Points 10 9 8 7 6 5 4	

Teacher Program Standard 2: Student Learning and Development

a tracts with the Office of Teacher Survey responses are assigned a scand the first-year educato ociated with the standard In order to be repaired a minimal the part: Indicator #1 is the All responses religion by the number of On the second area.	ses core and averaged by each sta ors' supervisor surveys. Surve d ported mum of 10 surveys must be re ticipation rate must be at least he First-Year Educator Respo It is the average of all the so he First-Year Educators' Supe It is the average of all the so lated to Standard 2 on the sur of responses received for each supporting data pages, there was responses and one for first- ses Add the scores for the First- divide by the number of sur score will determine points Add the scores for the First-	analysis (OSEDA) to gather the andard, with the first-year by items will be used to generate atturned, AND at 40 percent anses cores related to Standard 2 pervisor Responses cores related to Standard 2 pervisor selated to Standard 2 pervisor will be a column for first-year pear educators' supervisor pervear Educator responses and reverse completed. The average received			
Year Ed summar	The average score will dete e points received from First-Y ducator Supervisor's response	number of surveys completed. rmine points received Year Educator responses and Firsters and place the total points on the			
The teacher candidate understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students					
71	. T				
	st-Year Survey				
	4				
3.0 – 3.9	3				
3.0 – 3.9 2.0 – 2.9 0.0 – 1.9	0				
	Average Range 4.0 – 5.0 3.0 – 3.9	Average Range Points 4.0 – 5.0 5 3.0 – 3.9 4			

Teacher Program Standard 3: Curriculum Implementation

Business Logic	from each standard will	be totaled and divided by the	uri Educator Evaluation System (Mi total points possible and multiple by reighted percentage to obtain the we	y 100 to get the Percent
Data Point	 The "N" size is MEES Standard For ea	eachers and University Supervibased on 10 or more Certifical 3 from the data submission ch certification candidate, the summative scores will be addiverage summative score for eaumber of certification candid That average will determine p	will be used in the calculation c Cooperating Teacher (CT) and the ed together and divided by two ach certification candidate will be a ates to obtain an average score for e	University Supervisor Ided and divided by the ach EPP Certification
Definition			ong-range planning and curriculum of d upon student, district, and state sta	
Special Notes	N/A			
Scoring Guide				
			ance Assessment	
		Average Range	Points	
		2.50 +	10	
		2.25 – 2.49	9	
		2.00 – 2.24	8	
		1.75 – 1.99	7	
		1.50 – 1.74	6	
		1.25 – 1.49	5	
		1.00 – 1.24	4	
		0.00 - 0.99	0	

Teacher Program Standard 3: Curriculum Implementation

Business Logic	Calculations will include information from the Missouri Educator Evaluation System (MEES) and surveys. Points from each standard will be totaled and divided by the total points possible and multiple by 100 to get the Percent Earned of Total. The total will be multiplied by the weighted percentage to obtain the weighted score.					
Data Point	O DESE First-Y O Survey and the associa	 the particip Indicator #1 is the F It Indicator #2 is the F It All responses relate by the number of responses On the sup educator responses A disconnected and responses A disconnected and responses A A disconnected and responses <	and averaged by each standar or surveys. Survey items will be ted nof 10 surveys must be return pation rate must be at least 40 First-Year Educator Responses is the average of all the score dirst-Year Educators' Supervision is the average of all the score do Standard 3 on the surveys sponses received for each EPI porting data pages, there will esponses and one for first-year dd the scores for the First-Year vide by the number of survey fore will determine points received the scores for the First-Year sponses and divide by the number average score will determine points received from First-Year ator Supervisor's responses and page	rd, with the first-year educator be used to generate points ed, AND percent serial related to Standard 3 sor Responses serelated to Standard 3 serial related and divided 2 certification area be a column for first-year reducators' supervisor ar Educator responses and serived ar Educator Supervisor's mber of surveys completed. The points received Educator responses and First- and place the total points on the		
Definition		cognizes the importance of long nd evaluates curriculum based to				
Special Notes	N/A					
Scoring Guide						
			ear Survey			
		Average Range	Points			
		4.0 – 5.0	5			
		3.0 – 3.9 2.0 – 2.9	3			
		0.0 – 1.9	0			

Teacher Program Standard 4: Critical Thinking

Business Logic	from each standard will	be totaled and divided by the	uri Educator Evaluation System (MI total points possible and multiple by eighted percentage to obtain the we	y 100 to get the Percent	
Data Point	 The "N" size is MEES Standard For ea (US) s The av total n Area. 	eachers and Program Supervise based on 10 or more Certificed 4 from the data submission ach certification candidate, the summative scores will be added verage summative score for each umber of certification candid. That average will determine p	will be used in the calculation Cooperating Teacher (CT) and the ed together and divided by two ach certification candidate will be ac ates to obtain an average score for e	University Supervisor Ided and divided by the ach EPP Certification	
Definition		ses a variety of instructional s	trategies and resources to encourage	e students' critical	
Special Notes	N/A	N/A			
Scoring Guide				7	
			ance Assessment		
		Average Range	Points		
		2.50 +	10		
		2.25 – 2.49	9		
		2.00 – 2.24	8		
		1.75 – 1.99	7		
		1.50 – 1.74	6		
		1.25 – 1.49	5		
		1.00 – 1.24	4		
		0.00 - 0.99	0		

Teacher Program Standard 4: Critical Thinking

Business Logic	Calculations will include information from the Missouri Educator Evaluation System (MEES) and surveys. Points from each standard will be totaled and divided by the total points possible and multiple by 100 to get the Percent Earned of Total. The total will be multiplied by the weighted percentage to obtain the weighted score.				
Data Point	 First-Year Surveys (Only Teacher Surveys will be included in this calculation) ○ DESE contracts with the Office of Social and Economic Data Analysis (OSEDA) to gather the First-Year Teacher Survey responses ○ Survey responses are scored and averaged by each standard, with the first-year educator and the first-year educators' supervisor surveys. Survey items will be used to generate points associated with the standard. ■ In order to be reported ■ a minimum of 10 surveys must be returned, AND ■ the participation rate must be at least 40 percent ■ Indicator #1 is the First-Year Educator Responses ■ It is the average of all the scores related to Standard 4 ■ Indicator #2 is the First-Year Educators' Supervisor Responses ■ It is the average of all the scores related to Standard 4 ■ All responses related to Standard 4 on the surveys will be totaled and divided by the number of responses received for each EPP certification area ■ On the supporting data pages, there will be a column for first-year educator responses ■ Add the scores for the First-Year Educator responses and divide by the number of surveys completed. The average score will determine points received ■ Add the scores for the First-Year Educator Supervisor's responses and divide by the number of surveys completed. The average score will determine points received ■ Add the points received from First-Year Educator responses and First-Year Educator Supervisor's responses and place the total points on the summary page ○ Scoring Guide will be based on all years in the EPP-APR starting with 2018 				
Definition		g, and performance skills	trategies and resources to encourage	students critical	
Special Notes	N/A				
Scoring Guide					
		First	Year Survey		
		Average Range	Points		
		4.0 – 5.0	5		
		3.0 – 3.9	4		
		2.0 – 2.9	3		
		0.0 – 1.9	0		
		0.0 – 1.9	0		

Teacher Program Standard 5: Classroom Environment

Business Logic	Calculations will include information from the Missouri Educator Evaluation System (MEES) and surveys. Points from each standard will be totaled and divided by the total points possible and multiple by 100 to get the Percent Earned of Total. The total will be multiplied by the weighted percentage to obtain the weighted score.			
Data Point	 Missouri Educator Evaluation System (MEES) Cooperating Teachers and University Supervisors will submit data for the required nine standards The "N" size is based on 10 or more Certification Candidates MEES Standard 5 from the data submission will be used in the calculation For each certification candidate, the Cooperating Teacher (CT) and the University Supervisor (US) summative scores will be added together and divided by two The average summative score for each certification candidate will be added and divided by the total number of certification candidates to obtain an average score for each EPP Certification Area. That average will determine points on the scoring guide Scoring Guide will be based on all years in the EPP-APR starting with 2018 			
Definition	The teacher candidate uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation			
Special Notes	N/A			
Scoring Guide				
			ance Assessment	
		Average Range	Points	
		2.50 +	10	
		2.25 – 2.49	9	
		2.00 – 2.24	8	
		1.75 – 1.99	7	
		1.50 – 1.74	5	
		1.25 – 1.49 1.00 – 1.24	4	
		1.00 - 1.24 0.00 - 0.99	0	
		0.00 - 0.99	U	

Teacher Program Standard 5: Classroom Environment

Business Logic	from each standard will	be totaled and divided by the	uri Educator Evaluation System (ME total points possible and multiple by reighted percentage to obtain the weighted	100 to get the Percent
Data Point	O DESE First-Y O Survey and the associa	contracts with the Office of Sear Teacher Survey responses are assigned a score first-year educators' superviated with the standard In order to be reporated a minimum of the particum of the	re and averaged by each standard, we sor surveys. Survey items will be use orted am of 10 surveys must be returned, A cipation rate must be at least 40 perces are First-Year Educator Responses. It is the average of all the scores related to Standard 5 on the surveys will responses received for each EPP cert apporting data pages, there will be a cresponses and one for first-year educated by the number of surveys conscore will determine points received Add the scores for the First-Year Eddivide by the number of surveys conscore will determine points received Add the scores for the First-Year Eddivide by the number The average score will determine popoints received from First-Year Educator Supervisor's responses and placetor Supervisor's respo	ith the first-year educator ed to generate points aND ent ted to Standard 5 esponses ted to Standard 5 be totaled and divided ification area column for first-year eators' supervisor ucator responses and epleted. The average ucator Supervisor's of surveys completed. ints received eator responses and First- eator tesponses and First- eator t
Definition			dual/group motivation and behavior arming, positive social interaction, and	
Special Notes	N/A			
Scoring Guide				
_		First-	Year Survey	
		Average Range	Points	
		4.0 – 5.0	5	
		3.0 – 3.9	4	
		2.0 – 2.9	3	
		U.U - 1.9	U	I
		0.0 – 1.9	0	

Teacher Program Standard 6: Effective Communication

Business Logic	Calculations will include information from the Missouri Educator Evaluation System (MEES) and surveys. Points from each standard will be totaled and divided by the total points possible and multiple by 100 to get the Percent Earned of Total. The total will be multiplied by the weighted percentage to obtain the weighted score.			
Data Point	 The "N" size is MEES Standard For each (US) s The average total means. 	based on 10 or more Certification candidate, the ummative scores will be add verage summative score for e umber of certification candidate. That average will determine passed to the certification candidate.	will be used in the calculation e Cooperating Teacher (CT) and the ed together and divided by two ach certification candidate will be ates to obtain an average score fo	he University Supervisor added and divided by the r each EPP Certification
Definition	The teacher candidate models effective verbal, nonverbal, and media communication techniques with students, colleagues, and families to foster active inquiry, collaboration, and supportive interaction in the classroom			
Special Notes	N/A			
Scoring Guide				
			ance Assessment	
		Average Range	Points	
		2.50 +	10	
		2.25 – 2.49	9	
		2.00 – 2.24 1.75 – 1.99	8 7	
		1.75 – 1.74	6	
		1.25 – 1.49	5	
		1.00 – 1.24	4	
		0.00 - 0.99	0	
			-	

Teacher Program Standard 6: Effective Communication

Business Logic	from each standard will	be totaled and divided by the	ri Educator Evaluation System (MEI total points possible and multiple by eighted percentage to obtain the weighted	100 to get the Percent
Data Point	O DESE First-Y O Survey and the associa	contracts with the Office of Sear Teacher Survey responses are assigned a score first-year educators' superviated with the standard. In order to be reporated a minimum of the particum of th	re and averaged by each standard, wisor surveys. Survey items will be use orted am of 10 surveys must be returned, A cipation rate must be at least 40 perce. First-Year Educator Responses It is the average of all the scores related to Standard 6 on the surveys will responses received for each EPP cert apporting data pages, there will be a cresponses and one for first-year educis. Add the scores for the First-Year Educivide by the number of surveys comscore will determine points received Add the scores for the First-Year Educivide by the number of surveys comscore will determine points received Add the scores for the First-Year Educivide by the number of surveys comscore will determine points received Add the scores for the First-Year Educivity of the surveys components received from First-Year Educicator Supervisor's responses and plate and surveys or response and plate and surveys or response and surveys or	th the first-year educator of to generate points ND Int Ited to Standard 6 Esponses Ited to Standard 6 Be totaled and divided ification area Column for first-year Eators' supervisor Icator responses and inpleted. The average Icator Supervisor's of surveys completed. Ints received ator responses and First-ce the total points on the
Definition			bal, and media communication techn poration, and supportive interaction in	
Special Notes	N/A			
Scoring Guide				
			Year Survey	
		Average Range	Points	
		4.0 – 5.0	5	
		3.0 – 3.9	4	
		2.0 – 2.9	3	
		0.0 – 1.9	0	

Teacher Program Standard 7: Assessment and Data Analysis

Business Logic	Calculations will include information from the Missouri Educator Evaluation System (MEES) and surveys. Points from each standard will be totaled and divided by the total points possible and multiple by 100 to get the Percent Earned of Total. The total will be multiplied by the weighted percentage to obtain the weighted score.			
Data Point	 The "N" size is MEES Standard For ea (US) s The av total n 	eachers and University Supervalues based on 10 or more Certificated 7 from the data submission which certification candidate, the summative scores will be addeduced by the summative score for each umber of certification candidate. That average will determine p	will be used in the calculation Cooperating Teacher (CT) and the d together and divided by two ich certification candidate will be ates to obtain an average score for	ne University Supervisor added and divided by the each EPP Certification
Definition	progress and uses both c	classroom and standardized as the of each student, and devises	and summative assessment stratesessment data to plan ongoing instruction to enable students to	truction. The teacher
Special Notes	N/A			
Scoring Guide		Performa	ance Assessment	
		Average Range	Points	
		2.50 +	10	
		2.25 – 2.49	9	
		2.00 – 2.24	8	
		1.75 – 1.99	7	
		1.50 – 1.74	6	
		1.25 - 1.49 1.00 - 1.24	<u> </u>	
		0.00 - 0.99	<u>4</u>	
		0.00 - 0.27	U	

Teacher Program Standard 7: Assessment and Data Analysis

Business Logic	Calculations will include information from the Missouri Educator Evaluation System (MEES) and surveys. Poin from each standard will be totaled and divided by the total points possible and multiple by 100 to get the Percent Earned of Total. The total will be multiplied by the weighted percentage to obtain the weighted score.			
	Earned of Total. The tot	at will be multiplied by the we	eignted percentage to obtain the we	ignted score.
Data Point	Surveys First-Year Surveys (Only Teacher Surveys will be included in this calculation) DESE contracts with the Office of Social and Economic Data Analysis (OSEDA) to gather the First-Year Teacher Survey responses Survey responses are assigned a score and averaged by each standard, with the first-year educator and the first-year educators' supervisor surveys. Survey items will be used to generate points associated with the standard In order to be reported a minimum of 10 surveys must be returned, AND the participation rate must be at least 40 percent Indicator #1 is the First-Year Educator Responses It is the average of all the scores related to Standard 7 Indicator #2 is the First-Year Educators' Supervisor Responses It is the average of all the scores related to Standard 7 All responses related to Standard 7 on the surveys will be totaled and divided by the number of responses received for each EPP certification area On the supporting data pages, there will be a column for first-year educator responses Add the scores for the First-Year Educator responses and divide by the number of surveys completed. The average score will determine points received Add the scores for the First-Year Educator Supervisor's responses and divide by the number of surveys completed. The average score will determine points received Add the scores for the First-Year Educator responses and First-Year Educator Supervisor's responses and divide by the number of surveys completed. The average score will determine points received Add the points received from First-Year Educator responses and First-Year Educator Supervisor's responses and place the total points on the summary page Scoring Guide will be based on all years in the EPP-APR starting with 2018 The teacher candidate understands and uses formative and summative assessment strategies to assess the learner's			
Definition	progress and uses both c	lassroom and standardized ass e of each student, and devises	essment data to plan ongoing instruing instruction to enable students to gr	ction. The teacher
Special Notes	N/A			
Special Flores				
Scoring Guide				
1		First-	Year Survey	
		Average Range	Points	
		Average Range 4.0 – 5.0	Points 5	
		Average Range 4.0 – 5.0 3.0 – 3.9	Points 5 4	
1		Average Range 4.0 – 5.0	Points 5	

Business Logic	Calculations will include information from the Missouri Educator Evaluation System (MEES) and surveys. Points from each standard will be totaled and divided by the total points possible and multiple by 100 to get the Percent Earned of Total. The total will be multiplied by the weighted percentage to obtain the weighted score.			
Data Point	 The "N" size is MEES Standard For each (US) s The average total new Area. 	eachers and University Supervibased on 10 or more Certifical 8 from the data submission ch certification candidate, the ummative scores will be addiverage summative score for eaumber of certification candid That average will determine processing the supervision of the supervisio	will be used in the calculation cooperating Teacher (CT) and the ed together and divided by two ach certification candidate will be a ates to obtain an average score for	e University Supervisor added and divided by the each EPP Certification
Definition	The teacher candidate is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students			
Special Notes	N/A			
Scoring Guide		Perform Average Range 2.50 + 2.25 - 2.49 2.00 - 2.24 1.75 - 1.99 1.50 - 1.74 1.25 - 1.49 1.00 - 1.24 0.00 - 0.99	Points 10 9 8 7 6 5 4 0	

Teacher Program Standard 8: Professionalism

Data Point	DESE First-YSurvey and the	contracts with the Office of S ear Teacher Survey response responses are assigned a sco first-year educators' supervi ted with the standard In order to be repo	ill be included in this calculation {su social and Economic Data Analysis (os re and averaged by each standard, wi sor surveys. Survey items will be use	OSEDA) to gather the
	Scoring	 the partic Indicator #1 is the Indicator #2 is the All responses relably the number of On the steeducator response Add the Year Edu summary 	sipation rate must be at least 40 percer First-Year Educator Responses It is the average of all the scores related to Standard 8 on the surveys will responses received for each EPP certiapporting data pages, there will be a cresponses and one for first-year Educators Add the scores for the First-Year Education by the number of surveys compactors will determine points received. Add the scores for the First-Year Educator Supervisor will determine points received. The average score will determine points received from First-Year Educator Supervisor's responses and placetor Supervisor Supervisor Supervisor Supervisor Supervisor Supervisor	ND nt ted to Standard 8 esponses ted to Standard 8 be totaled and divided ification area column for first-year ators' supervisor acator responses and apleted. The average acator Supervisor's of surveys completed. nts received ator responses and First- ce the total points on the
	others. The teacher activ students		continually assesses the effects of choogrow professionally in order to impo	
F	N/A			
Scoring Guide	1	First	Year Survey	
		Average Range	Points	
		4.0 – 5.0	5	
		3.0 – 3.9	4	
		2.0 – 2.9	3	
		0.0 – 1.9	0	

Teacher Program Standard 9: Professional Collaboration

Data Point Missouri Educator Evaluation System (MEES) Cooperating Teachers and University Supervisors will submit data for the required nine The "N" size is based on 10 or more Certification Candidates MEES Standard 9 from the data submission will be used in the calculation For each certification candidate, the Cooperating Teacher (CT) and the Univers (US) summative scores will be added together and divided by two The average summative score for each certification candidate will be added and total number of certification candidates to obtain an average score for each EPI Area. That average will determine points on the scoring guide Scoring Guide will be based on all years in the EPP-APR starting with 2018 Definition The teacher candidate has effective working relationships with students, parents, school colleague community members Special Notes N/A Performance Assessment Average Range Points 2.50 + 10 2.25 - 2.49 9 2.00 - 2.24 8 1.75 - 1.99 7 1.50 - 1.74 6	Calculations will include information from the Missouri Educator Evaluation System (MEES) and surveys. Points from each standard will be totaled and divided by the total points possible and multiple by 100 to get the Percent Earned of Total. The total will be multiplied by the weighted percentage to obtain the weighted score.			
Special Notes N/A	ity Supervisor divided by the			
Performance Assessment	s, and			
Performance Assessment Average Range Points 2.50 + 10 2.25 - 2.49 9 2.00 - 2.24 8 1.75 - 1.99 7				
Average Range Points 2.50 + 10 2.25 - 2.49 9 2.00 - 2.24 8 1.75 - 1.99 7				
$\begin{array}{c cccc} 2.50 + & 10 \\ 2.25 - 2.49 & 9 \\ 2.00 - 2.24 & 8 \\ 1.75 - 1.99 & 7 \end{array}$				
$\begin{array}{c cccc} 2.25 - 2.49 & 9 \\ \hline 2.00 - 2.24 & 8 \\ \hline 1.75 - 1.99 & 7 \\ \end{array}$				
2.00 – 2.24 8 1.75 – 1.99				
1.75 – 1.99				
1.50 - 1.74				
1.25 – 1.49				
1.25 - 1.49 5				
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$				

Teacher Program Standard 9: Professional Collaboration

	eys (Only Teacher Surveys w	ill be included in this calculation	`
First-Y o Survey and the associa	responses are assigned a score first-year educators' supervisited with the standard In order to be reporated in a minimum of the partice in Indicator #1 is the Indicator #2 is the Indicator #2 is the Indicator #3 in the Indicator #3 in the Indicator #3 in Indicator #3	ocial and Economic Data Analas re and averaged by each standasor surveys. Survey items will orted am of 10 surveys must be returnipation rate must be at least 40 First-Year Educator Response It is the average of all the score responses received for each EP apporting data pages there will responses and one for first-year Add the scores for the First-Year divide by the number of survey responses and divide by the nu The average score will determine points received from First-Year cator Supervisor's responses a page	ysis (OSEDA) to gather the rd, with the first-year educator be used to generate points med, AND percent ses related to Standard 9 sor Responses ses related to Standard 9 s will be totaled and divided P certification area be a column for first-year r educators' supervisor ar Educator responses and res completed. The average served ar Educator Supervisor's mber of surveys completed. The points received reducator responses and First- med place the total points on the
The teacher candidate ha community members	s effective working relationsh	sips with students, parents, school	ool colleagues, and
N/A			
	•		
	Scoring The teacher candidate ha community members	associated with the standard In order to be repo a minimu the partic Indicator #1 is the Indicator #2 is the All responses relat by the number of the educator responses Add the partic Add the partic Add the partic Add the partic Scoring Guide will be based on all y The teacher candidate has effective working relationsh community members N/A	■ In order to be reported ■ a minimum of 10 surveys must be return ■ the participation rate must be at least 40 ■ Indicator #1 is the First-Year Educator Response ■ It is the average of all the score ■ Indicator #2 is the First-Year Educators' Supervi ■ It is the average of all the score ■ All responses related to Standard 9 on the survey by the number of responses received for each EP ■ On the supporting data pages there will educator responses and one for first-yea responses ■ Add the scores for the First-Yee divide by the number of survey score will determine points rec ■ Add the scores for the First-Yee responses and divide by the num The average score will determine of the Add the points received from First-Year Year Educator Supervisor's responses a summary page ■ Scoring Guide will be based on all years in the EPP-APR starting we have a summary page. The teacher candidate has effective working relationships with students, parents, sche community members N/A First-Year Survey

School Counselor APR Information

OVERVIEW OF SCHOOL COUNSELOR EDUCATOR PREPARATION PROGRAM (EPP) APPROVAL

The State Board of Education (Board) is charged with the approval of Educator Preparation Programs (EPPs) and their individual certification areas. Approval is based on Missouri Standards for the Preparation of Educators (MoSPE) which was approved by the Board in November 2012. There are two types of approval: initial and continuing.

Initial Approval

EPPs that have not been approved by the Board must go through the initial approval process before they are able to recommend preparation program candidates for educator certification in Missouri.

EPPs must provide evidence indicating MoSPE requirements have been met. Once such evidence has been provided, the proposed EPP and certification area(s) will receive initial approval from the Board.

The following information and commitments are documented in the application materials submitted to the Board by EPPs seeking initial approval:

- Evidence that valid and reliable assessments, comparable in scope and purpose to those developed under the state plan, will be used to measure the growth and development of candidates
- A listing of the certification areas seeking approval
- An outline of the coursework, competencies and/or experiences designed to prepare educators in each one
 of the certification areas
- Timelines for the approval by the Board, recruitment of students, and the anticipated date of their first program completers

Continuing Accreditation

All certification areas approved by DESE earn continuing accreditation on an annual basis. The APR-EPP will be used to generate data for this purpose. The APR-EPP will be compiled by DESE each year and will consist of performance data measured to determine whether or not an individual certification area continues to meet state standards. The reports will be based on the following performance standards:

• School Counselor Preparation Programs will be measured on all five Missouri School Counselor Standards.

The following categories will be used to accredit certification areas:

- **1. Accredited:** Certification areas that meet all of the standards for the preparation of educators will be accredited and may continue to recommend candidates for certification.
- **2. Provisionally Accredited:** Certification areas will be issued a status of Provisional Accreditation based on points earned on at least two of the qualifying Standards. The Provisional Accreditation classification does not require action by the Board, and the EPP retains the ability to continue to recommend candidates in those certification areas.
- **3. Unaccredited:** DESE makes recommendations to the Board for specific actions. A provisionally accredited certification area that earns fewer than 70 percent of the points possible in two consecutive years will be reviewed by the Board. If the Board finds that the certification area is making sufficient progress, it may designate the certification area as Provisionally Accredited for a one-year period. If the Board determines that the certification area is not making sufficient progress toward achieving full accredited status, it may declare the certification area Unaccredited. An unaccredited certification area may not recommend preparation program candidates for certification.

SCORING GUIDE FOR THE ANNUAL PERFORMANCE REPORT FOR EDUCATOR PREPARATION PROGRAMS (APR-EPP)

The overall goal of MoSPE is to ensure that all EPPs will produce effective counselors. To measure how well certification areas are performing relative to the standards, DESE produces an Annual Performance Report for each EPP with data from each certification area. In order to retain accreditation, certification areas must meet designated benchmarks for each applicable indicator.

Methodology

Each performance standard included in the APR-EPP is built from data collected on completers during the 2018-19 academic year. Certification Candidates are identified based on the data submitted by EPPs. The academic year is standardized across certification areas and begins with the fall semester. Thus, each academic year includes the fall, winter/spring and summer semesters, consecutively. Therefore, data for 2019 APR-EPP is collected from September 1, 2018 through August 31, 2019.

Data is provided at the individual certification area level. The list of certification areas is included in the appendix A. Reports will be generated by certification area for the purpose of continuous improvement.

Cell Size Considerations for Individual Performance Indicators

Each certification area must have at least 10 certification candidates, cumulative, over the past five years in order to generate an APR for public reporting. This method results in pooled averages for each standard. "Pooling" means that all the data collected over the five-year period will be accumulated, and a single aggregate will be computed from those data. In 2019, the APR is based on one year of data.

Individual certification area reports will be released securely to EPPs for planning purposes, regardless of cell size. The report will be provided for the purposes of continuous improvement and will be used as a basis for making accountability decisions even if the number of certification candidates is fewer than 10.

The following list identifies data collected for the standards in making these determinations:

- **Program Completer** refers to a person who has met all the requirements of a state-approved educator preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as criterion for determining who is a program completer. Completers include any student who has completed a program of study to become a teacher, librarian, student services provider (e.g. school counselor), and school leader (e.g. principal).
- Certification Candidate refers to an individual who has completed the requirements for a degree program leading to certification and/or a certification-only program, including the passage of the Missouri Content Assessment (MoCA), GPA, and the performance assessment. The certification candidate must be eligible to be recommended by the educator preparation program for certification.
- **Certificated Candidate** refers to a certification candidate who has received Missouri certification.
- **Reported GPA** includes GPA data collected on program completers who met the GPA requirements for degree completion. The 2019 APR-EPP will use the cumulative grade point average for school counselor certification areas. A full list of certification areas with GPA reporting requirements is included in appendix C.
- Site Supervisor (CT) uses the Missouri School Counselor Evaluation System (MEES) Rating.
- University Supervisor (US) uses the Missouri School Counselor Evaluation System (MEES) Rating.
- First-Year Counselors' Self-Reported Overall Preparation includes the number of survey respondents
 of certificated individuals recorded either during the year of completion or subsequent to the year of
 completion.
- Principals' and/or Supervisors' Perceptions of First-Year Counselors' Overall Preparation includes
 the number of questionnaires submitted by principals and/or supervisors of first-year counselors, tied to a
 certificated individual that were recorded either during the first year of completion or subsequent to the
 year of completion.

Missouri School Counselor Evaluation System (MEES)

Education Preparation Programs (EPPs) must report a <u>summative</u> score per MEES standard based on the following conditions:

- Traditional (TD)
 - o Site Supervisor (CT)
 - Standards 1, 2, 3, 4, & 5
 - Score range between 0 4 (#. #)
 - University Supervisor (US)
 - Standards 1, 2, 3, 4, & 5
 - Score range between 0 4 (#. #)

Survey Participation Rate

Participation rates are calculated for standards derived from first-year school counselor survey data. In order for a certification area within an EPP to be held accountable for these standards, a participation rate of 40 percent or greater is necessary.

The participation rate for the First-Year School Counselors' Overall Preparation standard is calculated as x/y, where

- x = number of certificated candidates that received and completed the survey; and
- y = number of certificated candidates that received a survey.

Similarly, the participation rate for the Principals' and/or Supervisors' perceptions of First-Year Counselors' Overall Preparation standard is calculated as x/y, where

- x = number of principals or supervisors that received and completed the survey in a Missouri public school; and
- y = number of principals and/or supervisors of certificated candidates that received a survey.

Accreditation Designations

Accreditation Designation	Percentage of Points Earned
Accredited	70.00% to 100.00%
Provisionally Accredited	60.00% to 69.99%
Unaccredited	≤ 59.99%

Accreditation Designation for individual certification areas are determined by points assigned to each of the five Missouri School Counselor Standards in the 2019 APR-EPP:

- School Counselor Standard 1: Student Development (40 points possible)
- School Counselor Standard 2: Program Implementation (40 points possible)
- School Counselor Standard 3: Professional Relationship (40 points possible)
- School Counselor Standard 4: Leadership and Advocacy (40 points possible)
- School Counselor Standard 5: Ethical and Professional Conduct (40 points possible)

Total Number of Points Possible = 200

A certification area must have sufficient data for analysis to earn an Accreditation Designation. The points earned are divided by the points possible for each standard to determine a percentage of points earned. The scores for each standard are totaled and will be assigned an Accreditation Designation based on the Accreditation Designation table.

Points for School Counselor APR

CALCULATING THE EDUCATOR PREPARATION PROGRAMS FOR ANNUAL PERFORMANCE REPORT (APR-EPP)

The following pages explain how each of the standards will be calculated. DESE works with a contracted vendor to collect data for the content assessments and surveys.

	MoCA Content		MEES Performance			Total Points
Standards	Assessment	GPA	Assessment	Surveys	Surveys	Earned
1: Student Development	10	10	10	5	5	40
2: Program Implementation	10	10	10	5	5	40
3: Professional Relationships	10	10	10	5	5	40
4: Leadership and Advocacy	10	10	10	5	5	40
5: Ethical and Professional Conduct	10	10	10	5	5	40
Total Points	50	50	50	25	25	200

Overview of Calculations

The APR-EPP 2019 will be based on **Certification Candidates**. A Certification Candidate refers to an individual who has completed the requirements for a degree program leading to certification and/or a certification-only program, including the passage of the statewide content, GPA, and performance assessment. The certification candidate must be eligible to be recommended by the educator preparation program for certification.

Business Logic	Calculations will include information from the Missouri Content Assessment (MoCA), Grade Point Average (GPA), Missouri School Counselor Evaluation System (MEES), and Surveys. Points from each standard will be totaled and divided by the total points possible.				
Data Point	Missouri Content Assessment (MoCA) • The score will be assigned based upon the average of the best score earned by each certification candidate, regardless of when the score was earned. • The "N" size is based on 10 or more Certification Candidates • The score is based on the average of best attempt(s) per SSN per certification area • EPP certification areas will receive points as noted below based on the average from the Certification Candidates for over five years starting with 2019 • The Scoring Guide will be based on all years in the APR-EPP starting with 2019				
Definition			dge of student development and ting their academic, personal/soc		
Special Notes	**Special Note – MoCA scoring guide is not below 220.0 due to the requirements for a Certification Candidate**				
Scoring Guide					
			oCA		
		Average Range	Points		
		250.0 +	10.0		
		245.0 – 249.9	9.5		
		240.0 – 244.9	9.0		
		235.0 – 239.9 230.0 – 234.9	8.5		
		225.0 – 229.9	8.0 7.5		
		220.0 – 224.9	7.0		

Business Logic	Calculations will include information from the Missouri Content Assessment (MoCA), Grade Point Average (GPA), Missouri School Counselor Evaluation System (MEES), and Surveys. Points from each standard will be totaled and divided by the total points possible.					
Data Point	• The reported C o The " o EPP c Certif	 The "N" size is based on 10 or more Certification Candidates. EPP certification areas will receive points as noted below based on the average from the Certification Candidates for over five years (starting with 2019). 				
Definition			edge of student development and ating their academic, personal/so			
	-					
Special Notes	**Special Note – GPA	scoring guide is not below 2	.75 due to the requirements for	a Certification Candidate		
Special Notes Scoring Guide	**Special Note – GPA			a Certification Candidate		
	**Special Note – GPA	Grade Point	Average (GPA) Points	a Certification Candidate		
	**Special Note – GPA		Average (GPA)	a Certification Candidate		
	**Special Note – GPA	Grade Point Average Range	Average (GPA) Points	a Certification Candidate		
	**Special Note – GPA	Grade Point Average Range 3.60 +	Average (GPA) Points 10.0	a Certification Candidate		
	**Special Note – GPA	Grade Point Average Range 3.60 + 3.40 - 3.59	Average (GPA) Points 10.0 9.5	a Certification Candidate		

Business Logic	Calculations will include information from the Missouri Content Assessment (MoCA), Grade Point Average (GPA), Missouri School Counselor Evaluation System (MEES), and Surveys. Points from each standard will be totaled and divided by the total points possible.				
Data Point	 Missouri School Counselor Evaluation System (MEES) Site Supervisors and University Supervisors will submit data for the required five standards. The "N" size is based on 10 or more Certification Candidates. MEES Standard 1 from the data submission will be used in the calculation. For each certification candidate, the Site Supervisor (CT) and the University Supervisor (US) summative scores will be added together and divided by two. The average summative score for each certification candidate will be added and divided by the total number of certification candidates to obtain an average score for each EPP Certification Area. That average will determine points on the scoring guide. The Scoring Guide will be based on all years in the EPP-APR starting with 2019. 				
Definition			edge of student development and bating their academic, personal/soci		
Special Notes	N/A				
Scoring Guide					
•		Perform	ance Assessment		
		Average Range	Points		
		2.50 +	10		
		2.25 – 2.49	9		
		2.00 – 2.24	8		
		1.75 – 1.99	7		
		1.50 – 1.74	5		
		1.25 – 1.49 1.00 – 1.24	<u> </u>		
		0.00 - 0.99	0		
		U.UU — U.99	U .		
		0.00 - 0.99	U		

First-Year Surv O DESE First-Y O Survey counse	E contracts with the Office of S Year Counselor Survey respon y responses are assigned a sco elor and the first-year counselor associated with the standard. In order to be reporate a minimum the particum of	Social and Economic Data Analysis (cases.) For and averaged by each standard, without ors' supervisor surveys. Survey items orted for an of 10 surveys must be returned, A capation rate must be at least 40 perces. First-Year Counselor Responses. For average of all the scores related to State of Standard 1 on the surveys will responses received for each EPP cert apporting data pages, there will be a case responses and one for first-year educts. Add the scores for the First-Year Schand divide by the number of surveys score will determine points received.	OSEDA) to gather the ith the first-year s will be used to generate AND ent. andard 1. esponses. andard 1. be totaled and divided diffication area. column for first-year cators' supervisor thool Counselor responses completed. The average	
First-Year Counselor Survey responses. Survey responses are assigned a score and averaged by each standard, with the first-year counselor and the first-year counselors' supervisor surveys. Survey items will be used to generate points associated with the standard. In order to be reported a minimum of 10 surveys must be returned, AND the participation rate must be at least 40 percent. Indicator #1 is the First-Year Counselor Responses. It is the average of all the scores related to Standard 1. Indicator #2 is the First-Year Educators' Supervisor Responses. It is the average of all the scores related to Standard 1.				
mental health and well-being of all students by facilitating their academic, personal/social, and career development. N/A				
			-	
	ool counselor ut	The Scoring Guide will be based on tool counselor utilizes his/her skills and knowl health and well-being of all students by facilitations.	The Scoring Guide will be based on all years in the EPP-APR starting was sool counselor utilizes his/her skills and knowledge of student development and behalth and well-being of all students by facilitating their academic, personal/social, First-Year Survey	

School Counselor Program Standard 2: Program Implementation

Business Logic	Calculations will include information from the Missouri Content Assessment (MoCA), Grade Point Average (GPA), Missouri School Counselor Evaluation System (MEES), and Surveys. Points from each standard will be totaled and divided by the total points possible.					
Data Point	Missouri Content Assessment (MoCA) • The score will be assigned based upon the average of the best score earned by each certification candidate, regardless of when the score was earned. • The "N" size is based on 10 or more Certification Candidates. • The score is based on the average of best attempt(s) per SSN per certification area. • EPP certification areas will receive points as noted below based on the average from the Certification Candidates for over five years starting with 2019. • The Scoring Guide will be based on all years in the APR-EPP starting with 2019.					
Definition	The school counselor collaborates with school and community members to plan, design, implement, evaluate, and enhance the school and districtwide comprehensive school counseling program to advance the academic, personal/social, and career development of all students.					
Special Notes	**Special Note – MoCA scoring guide is not below 220.0 due to the requirements for a Certification Candidate**					
Scoring Guide				_		
		Mo	CA			
		Average Range	Points			
		250.0 +	10.0			
		245.0 – 249.9	9.5			
	240.0 – 244.9 9.0					
	235.0 – 239.9					
		230.0 – 234.9	8.0	_		
		225.0 - 229.9	7.5	-		
		220.0 – 224.9	7.0			

School Counselor Program Standard 2: Program Implementation

Business Logic		l Counselor Evaluation System	Content Assessment (MoCA), Grade (MEES), and Surveys. Points from ea	•
Data Point	o The " o EPP c Certif	SPA of certification candidates we N'' size is based on 10 or more of certification areas will receive polication Candidates for over five	Certification Candidates. ints as noted below based on the aver	
Definition	enhance the school and		munity members to plan, design, impool counseling program to advance th	
Special Notes	**Special Note – GPA	scoring guide is not below 2.7	5 due to the requirements for a Cer	tification Candidate
				tineation Candidate
Scoring Guide	+			tineation Candidate
Scoring Guide		Grade Point A	verage (GPA)	unication Candidate
Scoring Guide		Grade Point A Average Range	verage (GPA) Points	uncation Candidate
Scoring Guide		I	T T	uncation Candidate
Scoring Guide		Average Range 3.60 + 3.40 - 3.59	Points 10.0 9.5	uncation Candidate
Scoring Guide		Average Range 3.60 + 3.40 - 3.59 3.20 - 3.39	Points 10.0 9.5 9.0	uncation Candidate
Scoring Guide		Average Range 3.60 + 3.40 - 3.59	Points 10.0 9.5	unication Candidate

School Counselor Program Standard 2: Program Implementation

Business Logic		Counselor Evaluation System	uri Content Assessment (MoCA), Gr n (MEES), and Surveys. Points from	
Data Point	 Site Supervisor The "N" size is MEES Standard For easumm The average 	based on 10 or more Certific d 2 from the data submission ich certification candidate, the ative scores will be added tog verage summative score for ea	will submit data for the required five ation Candidates. will be used in the calculation. Site Supervisor (CT) and the Unive ether and divided by two. ach certification candidate will be ad ates to obtain an average score for ea	ersity Supervisor (US) ded and divided by the
Definition	The school counselor co	coring Guide will be based or	mmunity members to plan, design, in the chool counseling program to advance	mplement, evaluate, and
Special Notes	N/A			
Scoring Guide				
Ü		Perform	ance Assessment	
		Average Range	Points	
		2.50 +	10	
		2.25 – 2.49	9	
		2.00 – 2.24	8	
		1.75 – 1.99	7	
		1.50 – 1.74	6	
		1.25 – 1.49 1.00 – 1.24	<u>5</u>	
		0.00 - 0.99	0	
		0.00 - 0.27	· · · · · · · · · · · · · · · · · · ·	_

School Counselor Program Standard 2: Program Implementation

DESE First-YSurvey counse	contracts with the Office of Sear Counselor Survey responder responses are assigned a scool and the first-year counselor associated with the standard. In order to be reporate a minimum of the particum of t	orted and averaged by each standard, without or supervisor surveys. Survey items orted arm of 10 surveys must be returned, A cipation rate must be at least 40 perces First-Year Counselor Responses. Average of all the scores related to State First-Year Educators' Supervisor Responses received for each EPP certapporting data pages, there will be a coresponse and one for first-year educations. Add the scores for the First-Year Schand divide by the number of surveys score will determine points received. Add the scores for the First-Year Schand divide scores for th	OSEDA) to gather the ith the first-year s will be used to generate AND ent. andard 2. esponses. andard 2. be totaled and divided tification area. column for first-year cators' supervisor hool Counselor responses a completed. The average .
o The Sc	Add the pand First points on	-Year Counselor Supervisor's respon the summary page.	etermine points received. ool Counselor responses uses and place the total
nce the school and d	listrictwide comprehensive sc	chool counseling program to advance	
1	TO: 4	V. C	7
			_
	3.0 – 3.9	4	
	2.0 – 2.9	3	
	0.0 – 1.9	0	
n	chool counselor co	• Add the and First points or • The Scoring Guide will be based on chool counselor collaborates with school and conce the school and districtwide comprehensive schools, and career development of all student Average Range 4.0 – 5.0 3.0 – 3.9	Add the points received from First-Year Scho and First-Year Counselor Supervisor's responsion to the summary page. The Scoring Guide will be based on all years in the EPP-APR starting we chool counselor collaborates with school and community members to plan, design, in the the school and districtwide comprehensive school counseling program to advance nal/social, and career development of all students. First-Year Survey

totaled and divided by the	l Counselor Evaluation System		A), Grade Point Average s from each standard will be
• The score will candidate, regative of the 'S' of the score EPP of Certification of the score will candidate, regative of the 'S' of the score will candidate, regative of the score will candidate of the score will candidate of the score will be score will be score with the score will be s	be assigned based upon the average of when the score was early size is based on 10 or more core is based on the average of certification areas will receive process of the core is considered.	arned. Certification Candidates. best attempt(s) per SSN per coints as noted below based or e years starting with 2019.	pertification area. In the average from the
which support the comp	orehensive school counseling pr		
Special Note – MoC Candidate	A scoring guide is not below 2	20.0 due to the requiremen	ts for a Certification
		* * * *	
	225.0 – 229.9	7.5	
	220.0 – 224.9	7.0	
	• The score will candidate, regg o The " • The solution of the solution of the solution of the school counselor downich support the complans of the school district of the school distr	candidate, regardless of when the score was ear The "N" size is based on 10 or more The score is based on the average of EPP certification areas will receive procertification Candidates for over five The Scoring Guide will be based on a The school counselor develops collaborative profession which support the comprehensive school counseling proplans of the school district. **Special Note – MoCA scoring guide is not below 2 Candidate** Mo Average Range 250.0 + 245.0 – 249.9 240.0 – 244.9 235.0 – 239.9 230.0 – 234.9	The score will be assigned based upon the average of the best score earned candidate, regardless of when the score was earned. The "N" size is based on 10 or more Certification Candidates. The score is based on the average of best attempt(s) per SSN per complete the certification areas will receive points as noted below based on Certification Candidates for over five years starting with 2019. The Scoring Guide will be based on all years in the APR-EPP stares that the comprehensive school counseling program as well as the overall replans of the school district. The school district. The school counselor develops collaborative professional relationships throughout the which support the comprehensive school counseling program as well as the overall replans of the school district. The school district. The school counselor develops collaborative professional relationships throughout the which support the comprehensive school counseling program as well as the overall replans of the school district. The school counselor develops collaborative professional relationships throughout the which support the comprehensive school counseling program as well as the overall replans of the school district. The school counselor develops collaborative professional relationships throughout the which support the comprehensive school counseling program as well as the overall replans of the school district. The school counselor develops collaborative professional relationships throughout the school district.

Business Logic	(GPA), Missouri School	de information from the Missou of Counselor Evaluation System the total points possible.		•
Data Point	o The ' o EPP o Certii	GPA) GPA of certification candidates 'N" size is based on 10 or more certification areas will receive p fication Candidates for over fiv Scoring Guide will be based on	Certification Candidates. coints as noted below based of e years (starting with 2019).	_
Definition		evelops collaborative professio prehensive school counseling pr rict.		
Special Notes	**Special Note – GPA	scoring guide is not below 2.	75 due to the requirements	for a Certification Candidate
Scoring Guide				
		Grade Point	Average (GPA)	
		Average Range	Points	
		3.60 +	10.0	
		3.40 – 3.59	9.5	
		3.20 – 3.39	9.0	
		3.00 – 3.19	8.5	
		3.00 - 3.17	0.0	

Business Logic		Counselor Evaluation System	uri Content Assessment (MoCA), Gr in (MEES), and Surveys. Points from	<u> </u>
Data Point	 Site Supervisor The "N" size is MEES Standard For ea summ The av total n Area. 	based on 10 or more Certificed 3 from the data submission ich certification candidate, the ative scores will be added tog werage summative score for example of certification candid. That average will determine process of the control of the contro	will submit data for the required five ation Candidates. will be used in the calculation. E Site Supervisor (CT) and the Universether and divided by two. ach certification candidate will be adates to obtain an average score for ea	rsity Supervisor (US) ded and divided by the ach EPP Certification
Definition		rehensive school counseling p	onal relationships throughout the sch program as well as the overall missio	
Special Notes	N/A			
Scoring Guide				_
		Perform	ance Assessment	
		Average Range	Points	
		2.50 +	10	
		2.25 – 2.49	9	
		2.00 – 2.24	8	
		1.75 – 1.99	7	-
		1.50 – 1.74	6	-
		1.25 – 1.49	5	-
		1.00 - 1.24 0.00 - 0.99	0	
		0.00 – 0.33	U	

DESE First-YSurvey counse	contracts with the Office of Stear Counselor Survey responses are assigned a score and the first-year counselor associated with the standard. In order to be reporate a minimum of the particum of the partic	ore and averaged by each standard, wors' supervisor surveys. Survey itemorted aum of 10 surveys must be returned, Acipation rate must be at least 40 perces First-Year Counselor Responses. average of all the scores related to Stated to Standard 1 on the surveys will responses received for each EPP cert apporting data pages there will be a corresponses and one for first-year educations.	OSEDA) to gather the ith the first-year s will be used to generate AND ent. andard 3. esponses. andard 3. be totaled and divided diffication area. column for first-year
o The Sc	 Add the pand First points on 	Add the scores for the First-Year Scl and divide by the number of surveys score will determine points received Add the scores for the First-Year Scl Supervisor's responses and divide by completed. The average score will de points received from First-Year School-Year Counselor Supervisor's respon- nt the summary page.	completed. The average hool Counselor y the number of surveys etermine points received. ool Counselor responses nses and place the total
ich support the compr			
A			
			٦
	2.0 – 2.9		
	0.0 – 1.9	0	
1	e school counselor de	• Add the and First points of the school counselor develops collaborative profession the school district. A First Average Range 4.0 – 5.0 3.0 – 3.9 2.0 – 2.9	score will determine points received Add the scores for the First-Year Sci Supervisor's responses and divide by completed. The average score will d Add the points received from First-Year Scho and First-Year Counselor Supervisor's respon points on the summary page. The Scoring Guide will be based on all years in the EPP-APR starting w se school counselor develops collaborative professional relationships throughout the scho ich support the comprehensive school counseling program as well as the overall mission the school district. A First-Year Survey Average Range Points 4.0 - 5.0 5 3.0 - 3.9 4 2.0 - 2.9 3

Business Logic		l Counselor Evaluation System	i Content Assessment (MoCA), Gr (MEES), and Surveys. Points from	
Data Point	candidate, rega o The " o The so o EPP c Certif	be assigned based upon the average of when the score was early size is based on 10 or more core is based on the average of certification areas will receive process.	Certification Candidates. best attempt(s) per SSN per certific oints as noted below based on the a	cation area. average from the
Definition			trating leadership, vision, collaborates school counseling program	
	the on going developing	on or sen, students, the compre	mensive sensor counseling program	runa the senson.
Special Notes			20.0 due to the requirements for	
Special Notes Scoring Guide	**Special Note – MoC	A scoring guide is not below 2	20.0 due to the requirements for	
_	**Special Note – MoC	A scoring guide is not below 2	20.0 due to the requirements for	
•	**Special Note – MoC	A scoring guide is not below 2 Mo Average Range	20.0 due to the requirements for CA Points	
•	**Special Note – MoC	A scoring guide is not below 2 Mo Average Range 250.0 +	20.0 due to the requirements for CA Points 10.0	
	**Special Note – MoC	A scoring guide is not below 2 Mo Average Range 250.0 + 245.0 - 249.9	20.0 due to the requirements for CA Points 10.0 9.5	
	**Special Note – MoC	Mo Average Range 250.0 + 245.0 - 249.9 240.0 - 244.9	20.0 due to the requirements for CA Points 10.0 9.5 9.0	
	**Special Note – MoC	Mo Average Range 250.0 + 245.0 - 249.9 240.0 - 244.9 235.0 - 239.9	20.0 due to the requirements for CA Points 10.0 9.5 9.0 8.5	
	**Special Note – MoC	Mo Average Range 250.0 + 245.0 - 249.9 240.0 - 244.9	20.0 due to the requirements for CA Points 10.0 9.5 9.0	

Business Logic	(GPA), Missouri Schoo		i Content Assessment (MoCA), Gra (MEES), and Surveys. Points from	<u>o</u>
Data Point	o The " o EPP o Certif	GPA of certification candidates of N' size is based on 10 or more certification areas will receive prication Candidates for over five	Certification Candidates. pints as noted below based on the a	
Definition			trating leadership, vision, collabora hensive school counseling program	
Special Notes	**Special Note – GPA	scoring guide is not below 2.7	5 due to the requirements for a C	Certification Candidate
Scoring Guide				
		Grade Point A	verage (GPA)	
		Average Range	Points	Ī
		3.60 +	10.0	
		3.40 – 3.59	9.5	
		3.20 – 3.39	9.0	
		3.00 – 3.19	8.5	
		2.75 – 2.99	8.0	

Business Logic		Counselor Evaluation System	uri Content Assessment (MoCA), n (MEES), and Surveys. Points fr	•
Data Point	 Site Supervisor The "N" size is MEES Standard For easumma The avoid total numbers 	based on 10 or more Certific d 4 from the data submission ch certification candidate, the ative scores will be added tog verage summative score for ex umber of certification candid That average will determine p	will submit data for the required attion Candidates. will be used in the calculation. Site Supervisor (CT) and the Unether and divided by two. ach certification candidate will be ates to obtain an average score for	iversity Supervisor (US) added and divided by the reach EPP Certification
Definition			nstrating leadership, vision, collab ehensive school counseling progr	
Special Notes	N/A			
Scoring Guide		Perform	ance Assessment	
		Average Range	Points	
		2.50 +	10	
		2.25 – 2.49	9	
		2.00 – 2.24	8	
		1.75 – 1.99	7	
		1.50 – 1.74	6	
		1.25 – 1.49	5	
		1.00 – 1.24	4	
		0.00 - 0.99	0	

DESE First-YSurvey counse	contracts with the Office of Section 2 Year Counselor Survey responses are assigned a scopelor and the first-year counselor associated with the standard. In order to be reported a minimum of the particum o	ore and averaged by each standard, wors' supervisor surveys. Survey item orted aum of 10 surveys must be returned, Acipation rate must be at least 40 perce First-Year Counselor Responses. average of all the scores related to Staverage of the surveys will responses received for each EPP cerupporting data pages, there will be a responses and one for first-year educations.	AND ent. tandard 4. tesponses. tandard 4. I be totaled and divided trification area. column for first-year cators' supervisor thool Counselor responses completed. The average l.
o The Sc	• Add the pand First points on	completed. The average score will d points received from First-Year Scho t-Year Counselor Supervisor's respon to the summary page.	y the number of surveys letermine points received. ool Counselor responses nses and place the total
			7
			_
	2.0 – 2.9	3	
	0.0 - 1.9	0	
	ool counselor se	points or The Scoring Guide will be based on The Scoring Guide w	points on the summary page. The Scoring Guide will be based on all years in the EPP-APR starting wool counselor serves as a change agent, demonstrating leadership, vision, collabor going development of self, students, the comprehensive school counseling program First-Year Survey Average Range Points 4.0 – 5.0 3.0 – 3.9 4 2.0 – 2.9 3

Business Logic		l Counselor Evaluation System (Content Assessment (MoCA), Gra MEES), and Surveys. Points from	
Data Point	candidate, rega o The " o The so EPP c Certif	be assigned based upon the averaged when the score was early size is based on 10 or more core is based on the average of beertification areas will receive polication Candidates for over five	Certification Candidates. est attempt(s) per SSN per certifications as noted below based on the average of the	ation area. verage from the
Definition	The school counselor ki requirements.	nows, understands and adheres to	o current ethical and professional s	tandards and legal
Special Notes	**Special Note – MoC Candidate**	A scoring guide is not below 22	20.0 due to the requirements for a	a Certification
Scoring Guide			~.	
Scoring Guide		Mod		7
Scoring Guide		Average Range	Points	
Scoring Guide		Average Range 250.0 +	Points 10.0	
Scoring Guide		Average Range 250.0 + 245.0 - 249.9	Points 10.0 9.5	
Scoring Guide		Average Range 250.0 + 245.0 - 249.9 240.0 - 244.9	Points 10.0 9.5 9.0	
Scoring Guide		Average Range 250.0 + 245.0 - 249.9 240.0 - 244.9 235.0 - 239.9	Points 10.0 9.5 9.0 8.5	
Scoring Guide		Average Range 250.0 + 245.0 - 249.9 240.0 - 244.9	Points 10.0 9.5 9.0	

Business Logic	(GPA), Missouri School	de information from the Missouri Content Assessment (MoCA), Grade Point Average ol Counselor Evaluation System (MEES), and Surveys. Points from each standard will be the total points possible.				
Data Point	o The " o EPP o Certif	et (GPA) et GPA of certification candidates will be used. he "N" size is based on 10 or more Certification Candidates. PP certification areas will receive points as noted below based on the average from the ertification Candidates for over five years (starting with 2019). he Scoring Guide will be based on all years in the APR-EPP starting with 2019.				
Definition	The school counselor k requirements.	nows, understands and adheres	o current ethical and profession	al standards and legal		
Special Notes	**Special Note – GPA	scoring guide is not below 2.7	5 due to the requirements for	a Certification Candidate		
Scoring Guide						
		Grade Point A	verage (GPA)			
		Average Range	Points			
		3.60 +	10.0			
		3.40 – 3.59	9.5			
		3.20 – 3.39	9.0			
		3.00 – 3.19	8.5			
	2.75 – 2.99					

Business Logic	Calculations will include information from the Missouri Content Assessment (MoCA), Grade Point Average (GPA), Missouri School Counselor Evaluation System (MEES), and Surveys. Points from each standard will be totaled and divided by the total points possible.					
Data Point	 Site Supervisor The "N" size is MEES Standard For easumm The avoid total in Area. 	 MEES Standard 5 from the data submission will be used in the calculation. For each certification candidate, the Site Supervisor (CT) and the University Supervisor (US) summative scores will be added together and divided by two. The average summative score for each certification candidate will be added and divided by the total number of certification candidates to obtain an average score for each EPP Certification Area. That average will determine points on the scoring guide. 				
Definition	The school counselor kn requirements.	pol counselor knows, understands and adheres to current ethical and professional standards and legal nents.				
Special Notes	N/A					
Scoring Guide						
			ance Assessment			
		Average Range	Points			
		2.50 +	10			
		2.25 – 2.49	9			
		2.00 – 2.24	8			
		1.75 – 1.99	7			
	1.50 – 1.74					
		1.25 – 1.49	5			
		1.00 – 1.24	4			
		0.00 - 0.99	0			

Business Logic	Calculations will include information from the Missouri Content Assessment (MoCA), Grade Point Average (GPA), Missouri School Counselor Evaluation System (MEES), and Surveys. Points from each standard will be totaled and divided by the total points possible.					
Data Point	O DESE First-Y Survey counse points	veys (Only School Counselor Surveys will be included in this calculation.) E contracts with the Office of Social and Economic Data Analysis (OSEDA) to gather the Year Counselor Survey responses. Ey responses are assigned a score and averaged by each standard, with the first-year selor and the first-year counselors' supervisor surveys. Survey items will be used to generate as associated with the standard. In order to be reported a minimum of 10 surveys must be returned, AND the participation rate must be at least 40 percent. Indicator #1 is the First-Year Counselor Responses. It is the average of all the scores related to Standard 5. Indicator #2 is the First-Year Educators' Supervisor Responses. It is the average of all the scores related to Standard 5. All responses related to Standard 1 on the surveys will be totaled and divided by the number of responses received for each EPP certification area. On the supporting data pages there will be a column for first-year educator responses and one for first-year educators' supervisor responses. Add the scores for the First-Year School Counselor responses and divide by the number of surveys completed. The average score will determine points received. Add the scores for the First-Year School Counselor Supervisor's responses and divide by the number of surveys completed. The average score will determine points received. Add the points received from First-Year School Counselor responses and First-Year Counselor Supervisor's responses and place the total points on the summary page.				
Definition	requirements.	ows, understands and adheres	to current ethical and professional st	tandards and legal		
Special Notes	N/A					
Scoring Guide						
			Year Survey			
		Average Range	Points			
		4.0 – 5.0	5			
		3.0 – 3.9	4			
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$						
		0.0 – 1.9	0			

School Leader APR Information

OVERVIEW OF SCHOOL LEADER EDUCATOR PREPARATION PROGRAM (EPP) APPROVAL

The State Board of Education (Board) is charged with the approval of Educator Preparation Programs (EPPs) and their individual certification areas. This approval is based on MoSPE, which was approved by the Board in November 2012. There are two types of approval: initial and continuing.

Initial Approval

EPPs that have not been approved by the Board must go through the initial approval process before they are able to recommend preparation program candidates for educator certification in Missouri.

EPPs must provide evidence that they will be able to meet the requirements established by MoSPE. Once such evidence has been provided, the proposed EPP and certification area(s) will receive initial approval from the Board.

The following information and commitments are documented in the application materials submitted to the Board by EPPs seeking initial approval:

- Plans to meet or exceed all six MoSPE standards
- Evidence that valid and reliable assessments, comparable in scope and purpose to those developed under the state plan, will be used to measure the growth and development of candidates
- A list of the certification areas in need of approval
- An outline of the coursework, competencies and/or experiences designed to prepare educators in each one of the certification areas
- A commitment to host an on-site review that includes opportunities to visit with students, faculty and partners
- Timelines for the approval by the Board, recruitment of students, and the anticipated date of their first program completers

Continuing Accreditation

All certification areas approved by DESE earn continuing accreditation on an annual basis. The APR-EPP will be used to generate data for this purpose. The APR-EPP will be compiled by DESE each year and will consist of performance data measured to determine whether or not an individual certification area continues to meet state standards. The reports will be based on the following performance standards:

- MoSPE Standard 1 Academics
- MoSPE Standard 3 Field and Clinical Experiences
- MoSPE Standard 4 Candidates

The following categories will be used to accredit certification areas:

- 1. Accredited: Certification areas that meet all of the standards for the preparation of educators will be accredited and may continue to recommend candidates for certification.
- **2. Provisionally Accredited:** Certification areas will be issued a status of Provisional Accreditation based on points earned on at least two of the qualifying Standards. The Provisional Accreditation classification does not require action by the Board, and the EPP retains the ability to continue to recommend candidates in those certification areas.
- **3. Unaccredited:** DESE makes recommendations to the Board for specific actions. A provisionally accredited certification area that earns fewer than 70 percent of the points possible in two consecutive years will be reviewed by the Board. If the Board finds that the certification area is making sufficient progress, it may designate the certification area as Provisionally Accredited for a one-year period. If the Board determines that the certification area is not making sufficient progress toward achieving full accredited status, it may declare the certification area Unaccredited. An unaccredited certification area may not recommend preparation program candidates for certification.

SCORING GUIDE FOR THE ANNUAL PERFORMANCE REPORT FOR EDUCATOR PREPARATION PROGRAMS (APR-EPP)

The overall goal of MoSPE is to ensure that all EPPs will produce effective educators. To measure how well certification areas are performing relative to the standards, DESE produces an Annual Performance Report for each EPP with data from each certification area. In order to retain accreditation, certification areas must meet designated benchmarks for each applicable indicator.

Methodology

Each performance indicator included in the APR-EPP is built from data collected on completers over five academic years. The academic year is standardized across certification areas and begins with the fall semester. Thus, each academic year includes the fall, winter/spring and summer semesters, consecutively. Therefore, data for 2019 APR-EPP is collected from September 1, 2018 through August 31, 2019.

Data is provided at the individual certification area level. The list of the certification areas is included in appendix A. Reports will be generated by certification area for the purpose of continuous improvement.

Cell Size Considerations for Individual Performance Indicators

Each certification area must have at least 10 program completers, cumulative, over the past five years in order to generate an APR. This method results in pooled averages for each applicable indicator. "Pooling" means that all the data points collected over the five-year period will be accumulated, and a single aggregate will be computed from those data points.

Individual certification area reports will be released securely to EPPs for planning purposes, regardless of cell size. The report will be provided for the purposes of continuous improvement and will not be used as a basis for making accountability decisions if the number of program completers is fewer than 10.

Similar rules are also applied for each accountability indicator. Providers will be held responsible for those indicators meeting cell size requirements. The following list identifies data collected for the indicators in making these determinations:

- **Program Completer** refers to a person who has met all the requirements of a state-approved educator preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as criterion for determining who is a program completer. Completers include any student who has completed a program of study to become a teacher, librarian, student services provider (e.g. school counselor), and school leader (e.g. principal)
- Certification Candidate refers to an individual who has completed the requirements for a degree program leading to certification and/or a certification-only program, including the passage of the statewide content and performance assessments. The certification candidate must be eligible to be recommended by the educator preparation program for certification
- Licensure/Certification Assessment Pass Rate includes those program completers who took one or more assessments required for certification in the program of study
- **Reported GPA** includes GPA data collected on program completers that met the GPA requirements for degree completion. The 2019 APR-EPP will use the cumulative grade point average for school leader certification areas. A full list of certification areas with GPA reporting requirements is included in appendix C
- Missouri Performance Assessment for School Leaders
- First-Year Principals' Self-Reported Overall Preparation includes the number of survey respondents recorded either during the year of completion or subsequent to the year of completion
- Supervisors' perceptions of First-Year Principals' Overall Preparation includes the number of questionnaires submitted by principals and/or supervisors of and first-year principals tied to a certificated individual that were recorded either during the first year of completion or subsequent to the year of completion

Survey Participation Rate

Participation rates are calculated for indicators derived from first-year principal survey data. In order for a certification area within an EPP to be held accountable for these indicators, a participation rate of 40 percent or greater is necessary.

The participation rate for the First-Year Principals' Self-Reported Overall Preparation indicator is calculated as xy, where

- x = number of certificated principals in survey sampling frame who respond to questionnaire, and
- y = number of certificated principals in survey sampling frame.

Similarly, the participation rate for the Supervisors' Perceptions of First-Year Principals' Overall Preparation indicator is calculated as xy, where

x = number of supervisor responses corresponding to individuals who are at the end of their first year leading in a Missouri public school and are in the survey sampling frame, and

y = number of individuals in survey sampling frame.

The **sampling frame** is the group of first-year principals in Missouri public schools who were identified by DESE to be included in a particular administration of the *First-Year Survey*. For the purposes of the APR-EPP, the potential respondents from the 2014-15 through 2018-19 administrations of the survey are included in the sampling frame.

Accreditation Designations

Accreditation Designations	Percentage of Points Earned
Accredited	70.00% to 100.00%
Provisionally Accredited	60.00% to 69.99%
Unaccredited	≤ 59.99%

Accreditation Designation for individual certification areas is determined by points assigned to each quality indicator included in the 2019 APR:

- 1.1 Certification Assessment Pass Rate 20 points
- 1.2 Reported GPA 20 points
- 3.2 Missouri Performance Assessment Pass Rate 20 points
- 4.1 First-Year Survey Evaluation of Program by First-Year Response 10 points
- 4.2 First-Year Survey Evaluation of Program by Supervisor 10 points
- 4.3 First-Year Survey Evaluation of First-Year Educator by Supervisor 10 points

Total Number of Points Possible – 90

A certification area must have sufficient data for analysis of a minimum of two quality indicators to earn an Accreditation Designation. The points possible will be determined by the number of quality indicators. The points earned are divided by the points possible to determine a percentage of points possible. The table above identifies the percentage of points earned and the assigned Accreditation Designation.

CALCULATING THE ANNUAL PERFORMANCE REPORT FOR EDUCATOR PREPARATION PROGRAMS (APR-EPP)

The following pages explain how each of the indicators will be calculated. DESE works with a contracted vendor to collect data for the certification assessments and surveys. All performance data are reported to the nearest tenth.

Overview of Calculations
The APR-EPP includes supporting data for each indicator. The chart below defines the numerator and denominator referenced in this section of the reports. Note that this information is specific to the official iteration of the APR-EPP 2019.

Indicator	Calculation	n	Completer Cohorts Used
1.1 Certification Assessment	# program completers passing	# program	2015, 2016, 2017, 2018, 2019
Pass Rate	exit assessment in two attempts	completers taking	
	defines the numerator	the assessment(s)	
		defines the	
		denominator	
1.2 Reported GPA	Based on the unique Social Secur		2015, 2016, 2017, 2018, 2019
	10 or more and the average GPA		
	area and EPP calculated yearly ar	nd for the sum of five	
	years		
3.2 Program Completers'	# program completers who	# program	School Leaders – 2016, 2017,
performance on the Missouri	passed the Missouri	completers taking	2018
Performance Assessments for	Performance Assessment in the	the Missouri	
School Leaders	semester of the initial attempt	Performance	
	defines the numerator	Assessments for	
		School Leaders	
		defines the	
		denominator	
4.1 First-Year Survey –	# certificated individuals who,	# certificated	Principals – 2015, 2016,
Evaluation of Certification	at the end of their first year of	individuals in	2017,2018, 2019
Area by First-Year Response	leading in a Missouri public	survey sampling	
	school, indicate "adequate" or	frame who	
	better preparation defines the	responded to	
	numerator	questionnaire	
		defines the	
		denominator	
4.2 First-Year Survey –	# principal or supervisor	# supervisor	Principals – 2015, 2016, 2017,
Evaluation of Certification	responses corresponding to	responses	2018, 2019
Area by Supervisor	certificated individuals who are	corresponding to	
	at the end of their first year of	certificated	
	leading in a Missouri public	individuals who are	
	school, indicating the principal	at the end of their	
	has "adequate" or better	first year of leading	
	preparation defines the	in a Missouri public school and are in the	
	numerator		
		survey sampling frame defines the	
4.3 First-Year Survey –	# principal or supervisor	denominator # supervisor	Principals – 2016, 2017, 2018,
Evaluation of First-Year	responses corresponding to	# supervisor responses	2019 2016, 2017, 2018,
Educator by Supervisor	certificated individuals who are	corresponding to	2017
Educator by Supervisor	at the end of their first year of	certificated	
	leading in a Missouri public	individuals who are	
	school, indicating the leaders'	at the end of their	
	effectiveness in comparison to	first year of leading	
		in a Missouri public	
	Their performance-pased		1
	their performance-based evaluation defines the		
	evaluation defines the	school and are in the	

and pedagogy	d 1.1 – Academics: Candidates demonstrate knowledge and a	Tr				
Indicator	Certification Assessment Pass Rate					
Definition	The percentage of program completers who take and pass a PRAXIS II and/or Missouri Content Assessments (on or before the second attempt) that, at the time of testing, were among the assessments required for certification.					
Business Logic	Pass Rate: (per certification area)					
	1. The N size for the 2019 APR will be 10 or more					
	2. Numerator consists of test takers who meet the following individual:	requirements for Pass Rate	e and will count as 1 for each			
	a. Test takers must pass within two attempts of tak (submitted in MOSIS submission) from September		rs from their completion date			
	b. The test must match the subject area grade level	that was reported by EPPs	in MOSIS submission.			
	3. Denominator consists of test takers who meet the following each individual:	ng requirements for Pass R	ate and will count as 1 for			
	a. This includes test takers who took the test within	two years from their comp	oletion date (submitted in			
	MOSIS submission) from September 1 to the comp					
	b. The test must match the subject area that was re	ported by the EPPs in MOS	IS submission			
	i. These tests are included in the calculation	ons for 2015, 2016, 2017, 2	018, and 2019 (only for			
	School Leaders) APR Version 1.5					
	4. Certification areas will receive points based on the percei	ntage – numerator divided l	by the denominator			
	5 Year Average Status Percen	ntage Points Earned				
	95%-100%	20				
	90%-94.9%	18				
	85%-89.9%	16				
	80%-84.9%	14				
	75%-79.9%	12				
	70%-74.9%	10				
	65%-69.9%	8				
	60%-64.9%	6				
	55%-59.9%	4				
	50%-54.9%	2				
	<50%	0				
Sources of Data	MOSIS Educator Preparation program completer records					
	PRAXIS II and/or Missouri Content Assessment records					
Years of Data	Five years					
Population(s)	All program completers who take a certification assessment in the area for which they were prepared, where certification requires such an assessment (listed below in Program Types).					
Methodological	The Missouri Content Assessments began in fall 2014. Prog	ram completers must have	passed the content			
Considerations	assessment on or before the second attempt to be counted ar Reporting Year.					
Program Types	School Leaders are included. (traditional)					
Notes	The Praxis II transitioned to the Missouri Content Assessme	ents series in September 20	14.			

Program Standar	d 1.2 – Academics: Candidates demo	nstrate knowledge and ap	plication of gener	al education, content knowledge		
and pedagogy						
Indicator	Reported GPA					
Definition	The reported GPA of program com	oleters for School Leaders	is a Program GPA	(Cumulative GPA)		
Business Logic	Based on an N size of 10 or more.	Certification areas will reco	eive points as noted	d below based on the average GPA		
	for the certification area for the sum	of five years.				
		CDA 5 W	Daine Francis	1		
		GPA 5 Year Average	Points Earned			
		3.60 +	20			
		3.40 – 3.59	18			
		3.20 - 3.39	16			
		3.00 - 3.19	14			
		2.80 – 2.99	12			
		2.60 - 2.79	10			
		≤2.60	0			
Sources of Data	MOSIC Educator Dramanation Drama	am aamulatan naaanda				
	MOSIS Educator Preparation Progr	am completer records				
Years of Data	Five years					
Population(s)	School Leaders					
Methodological	This indicator uses GPA data provided in MOSIS Educator Preparation Program completer records for the most					
Considerations	recent five academic years available to DESE.					
Program Types	School Leaders are included. (traditional)					
	Information is included in appendix	C				
Special Note	Status column will only be based or	n 2016, 2017, and 2018				

Program Standard	l 3.2 – Field	& Clinical Experienc	ces: Miss	ouri Perj	formance Assess	ments		
Indicator	Program	Completer's perform	ance on	the Miss	ouri Performan	ce Assessme	nts	
Definition	The percer	ntage of Program Com	pleters pa	assing ea	ch of the Missou	ri Performano	ce Assessments	
Business Logic	Data Sets	Used – This is a colle	ction of p	erformar	ice assessments.	These scores	are reported to l	DESE by
	Educationa	al Testing Service. The	e perform	ance asso	essments are as f	follows:		
	_				.			,
	Performa	nce Assessments	Test	Passin		Applicable t		
			Code	Score	2016 APR	2017 APR	2018 APR	
		ıri School Leaders						
	Perfori	mance Assessment	0252	41	Yes	Yes	Yes	
		(MoSLPA)]
		5 Yr Average Stat	us Percei	ntage	Points Earne	hd		
		95% - 10		inage	20	-		
		90% - 94			18			
		85% - 89			16			
		80% - 84	1.0%	İ	14			
		75% - 79	9.9%		12			
		70% - 74	1.9%		10			
		≤ 69.9	%		0			
Sources of Data	MOSIS Ed	lucator Preparation Pr	ogram co	mpleter r	ecords and resul	ts from the M	lissouri School I	eader
Sources of Butta		ce Assessments (MoS		protor r		US 11 0111 U110 111	201001	2044001
Years of Data		2016, 2017, and 2018						
Population(s)		orking towards leading	ng in Miss	ouri Pub	lic Schools			
Methodological	The Missouri Performance Assessments began in the fall of 2014. For the 2016-2018 APR Version 1.5,							
Considerations		of the Missouri School						
		s must have passed the					nission) to be co	ounted
		nave passed or failed v		2016 AF	R Reporting Year	ar.		
Program Types	School Lea	aders are included. (tra	aditional)					

- C	4.1 - Candidates: A diverse pool of candidates who demon	1 0	effectiveness as school			
Indicator	d, admitted, developed and retained by educator preparation First Year Survey – Evaluation of Program by First Y					
Definition	The First-Year Principal Survey capture self-assessment of preparedness. This indicator focuses on the					
	self-response of principals. Responses to this item are on					
	a 3 indicates "fair" preparation.		<i>5</i> (
Business Logic	DESE contracts with the Office of Social and Economic	Data Analysis (OSEI	DA) to gather the First-			
	Year Principal Survey responses. The numerator is based	on the certificated in	ndividuals who receive a			
	score of 2 or more. The denominator is based on all surve	eys received for each	certification area. There			
	is also a sampling frame from OSEDA which assists in p	roviding the participa	ation rate.			
	5 Year Average Percentage	Points Earned	7			
	90% - 100%	10	_			
	85% - 89.9%	9	_			
	80% - 84.9%	8				
	75% - 79.9%	7				
	73% - 79.9% 7 70% - 74.9% 6					
65% - 69.9% 5						
	60% - 64.9%	4	_			
	≤ 59.9%	0	_			
			<u></u>			
Sources of Data	MOSIS Educator Preparation program completer records					
	Certificated Individuals					
	First-Year Principal survey response from the First-Year	Principal				
Years of Data	Five years of First-Year Principals					
Population(s)	First-Year Principals in Missouri Public Schools					
Methodological	Programs will be held accountable for this indicator only					
Considerations	percent, based on the number of certificated individuals e					
	date of completion. The APR will note the calculated par					
	used to evaluate the educator preparation program based on the overall rating of the certificated					
	individual. The responses are (1) Very Poor, (2) Poor, (3) Fair, (4) Good, or (5) Very Good.					
Program Types	Principals are included. (traditional)					
Notes	First-Year Principals are identified using educator human					
	Core and MOSIS October Educator School), and DESE s	subsequently invites	them to participate in the			
	survey.					
	Participation is voluntary and results are anonymous.					

	d 4.2 - Candidates: A diverse pool of candidates who demons		ffectiveness as school			
Indicator	ted, admitted, developed and retained by educator preparation First Year Survey – Evaluation of Program by Superviso					
Definition	The First-Year Principal Survey capture supervisors' assessment of their preparedness. This indicator					
	focuses on the response of the supervisors of principals. Res					
	scale (1=low, 5=high), where a 3 indicates "fair" preparation		1			
Business Logic	DESE contracts with OSEDA to gather the First-Year Princi		s. The numerator is based			
_	on the certificated individuals who receive a score of 2 or mo	ore. The denominator	or is based on all surveys			
	received for each certification area. There is also a sampling	frame from OSEDA	which assists in			
	providing the participation rate.					
	5 Voor Averence Demontone	Points Earned	٦			
	5 Year Average Percentage 90% - 100%	10				
	85% - 89.9%	9				
	80% - 84.9%	8				
	75% - 79.9%	7	_			
	70% - 74.9%	6				
	65% - 69.9%	5				
	60% - 64.9%	4	_			
	≤ 59.9%	0	_			
		0				
Sources of Data	MOSIS Educator Preparation program completer records					
	Certificated Individuals					
	First-Year Principal survey – response from the supervisor					
Years of Data	Five years First-Year Principals					
Population(s)	Supervisor responses of First-Year Principals in Missouri Pu	blic Schools				
Methodological	Programs will be held accountable for this indicator only if t					
Considerations	percent, based on the principal and/or supervisor responses of					
	the calculated participation rate. The intent of the question is					
	program based on the overall rating of the evaluating supervisor. The responses are (1) Very Poor, (
	Poor, (3) Fair, (4) Good, or (5) Very Good.					
Program Types	Principals are included. (traditional)					
Notes	First-Year Principals are identified using educator human res					
	Core and MOSIS October Educator School), and DESE subs	sequently invites the	m to participate in the			
	survey.					
	Participation is voluntary and results are anonymous.					

Possible Indicator	First Year Survey – Evaluation of First Year Principal	by Supervisor					
Definition	The First-Year Principal survey capture the supervisors' as		aredness of First-Year				
	Principals. This indicator focuses on the supervisors' respo						
	Likert scale (1=low, 4=high), where a 3 indicates "effective	e" preparation. Only	survey respondents are				
	included in the calculated percentage.						
Business Logic	DESE contracts with OSEDA to gather the supervisors' ass						
	Principals. The numerator is based on the certificated indiv						
	denominator is based on all surveys received for each certification of the state of						
	from OSEDA which assists in providing the participation r		re (1) Ineffective, (2)				
	Minimally Effective, (3) Effective, or (4) Highly Effective.						
	5 Year Average Percentage	Points Earned					
	90% - 100%	10					
	85% - 89.9%	9					
	80% - 84.9%	8					
	75% - 79.9%	7					
	70% - 74.9%	6					
	65% - 69.9%	5					
	60% - 64.9%	4					
	≤ 59.9%	0					
Sources of Data	MOSIS Educator Proportion and arom completor records						
Sources of Data	MOSIS Educator Preparation program completer records Certificated Individuals						
	First-Year Principal survey responses from supervisors						
Years of Data	Three years First-Year Principals						
Population(s)	Supervisor responses of First-Year Principals in Missouri F	Public Schools					
Methodological	Programs may view this indicator based on the number of control of the second of the number of control of the second of the seco		als employed as First-				
Considerations	Year Principals since the date of completion. The APR will						
	intent of the question is used to evaluate the effectiveness of the first-year teacher and principal. The						
	responses are (1) Ineffective, (2) Minimally Effective, (3) Effective, or (4) Highly Effective						
Program Types	Principals are included. (traditional)						
Notes	First-Year Principals are identified using educator human r						
	Core and MOSIS October Educator School). Supervisors a	re asked to evaluate	the effectiveness of				
	First-Year Principals.						
	Participation is voluntary and results are anonymous.	Participation is voluntary and results are anonymous.					

Appendix A: Certification Areas

School Leaders

CAREER EDUCATION DIRECTOR 7-12	8000819
PRINCIPAL K-8	183
PRINCIPAL 5-9	1877
PRINCIPAL 7-12	189
SPECIAL EDUCATION ADMINISTRATION K-12	115
SUPERINTENDENT K-12	205

School Counselors

SCHOOL COUNSELOR K-8	793
SCHOOL COUNSELOR 7-12	799
SCHOOL PSYCH EXAMINER K-12	785
SCHOOL PSYCHOLOGIST K-12	105

Teachers

Teachers	
AGRICULTURAL EDUCATION 5-9	6777
AGRICULTURAL EDUCATION 9-12	6779
ART K-12	415
BIOLOGY 9-12	24279
BLIND AND LOW VISION B-12	7512
BUSINESS EDUCATION 5-9	4377
BUSINESS EDUCATION 9-12	34379
CHEMISTRY 9-12	24679
CHINESE K-12	1025
DANCE K-12	25
DRIVER EDUCATION 9-12	17179
DEAF AND HARD OF HEARING B-12	7212
EARLY CHILDHOOD EDUCATION B-3	2511
EARLY CHILD SPECIAL EDUCATION B-3	911
EARTH SCIENCE 9-12	23879
ELEMENTARY EDUCATION 1-6	4776
ENGLISH 9-12	4879
ENGLISH LANGUAGE LEARNERS K-12	9968085
FAMILY AND CONSUMER SCIENCES K-12	2525
FRENCH K-12	495
GENERAL SCIENCE 5-9	5077
GENERAL SCIENCE 9-12	25079
GERMAN K-12	515
GIFTED EDUCATION K-12	235
HEALTH K-12	535
HEBREW K-12	295
ITALIAN K-12	305
JAPANESE K-12	245
JOURNALISM 9-12	5679
LATIN K-12	575
LANGUAGE ARTS 5-9	1977
LIBRARY MEDIA SPECIALIST K-12	2055
MARKETING 9-12	479
MATH SPECIALIST 1-6	99680276
MATHEMATICS 5-9	5877
MATHEMATICS 9-12	5879
MILD/MOD CROSS CATEGORICAL K-12	1015
MUSIC - INSTRUMENTAL K-12	1555
MUSIC - VOCAL K-12	1695
PHYSICAL EDUCATION K-12	605
PHYSICS 9-12	25979

Teachers (Continued)

reachers (Commuca)	
ROTC 9-12	3779
RUSSIAN K-12	625
SEVERE DEVELOPMENTAL DISABILITIES K-12	85
SOCIAL SCIENCE 5-9	16677
SOCIAL SCIENCE 9-12	16679
SPANISH K-12	635
SPECIAL READING K-12	815
SPEECH AND THEATRE 5-9	6577
SPEECH AND THEATRE 9-12	6579
TECHNOLOGY AND ENGINEERING 5-9	25477
TECHNOLOGY AND ENGINEERING 9-12	25479
UNIFIED SCIENCE: BIOLOGY 9-12	14279
UNIFIED SCIENCE: CHEMISTRY 9-12	14679
UNIFIED SCIENCE: EARTH SCIENCE 9-12	13879
UNIFIED SCIENCE: PHYSICS 9-12	15979

Appendix B: Appeals Process for 2019 EPP-APR Release

An appeal is the formal procedure for requesting that a specific standard and indicator be revisited, recalculated, rescored or otherwise altered. This memorandum provides guidance on the EPP-APR appeal process.

EPPs will be notified annually of the beginning and end dates of any data review periods in a memorandum addressed to the Dean or Unit Leader. DESE has established a formal appeals form which will be required to submit any standard and indicator that is being appealed for your certification candidate or program completer.

Assessment Appeals

An EPP may appeal an assessment score directly with the vendor. It is necessary to request appeals early enough that the new results will be received by DESE in time to be reflected in the APR.

General Appeals

EPPs have the right to appeal any numeric data included in the APR. Concerns that are unrelated to the assessment appeals procedure noted above will be handled on a case-by-case basis. General appeals must be submitted on DESE's appeals form and be accompanied with documentation to support the appeal.

The timeframe for appeals is between November 18, 2019 and January 10, 2020. Approved appeals will be reflected once the final APR is made available according to the 2019 APR Calendar.

Once an EPP-APR is made final, data included in that EPP-APR may not be appealed. Corrections made to prior data will not affect an EPP-APR report that has already reached the final status. These changes will be made in subsequent years that are affected by the appeal.

Appeals Form

A formal appeals form has been established to capture the following information regarding the appeal:

- Student name
- Date of birth
- Last five digits of the Social Security Number
- Certification area
- Performance indicator
- Completer year
- Exam date if applicable
- Exam score if applicable
- Supporting documentation or additional notation is attached
- Comments for the reason of the appeal
- Signed by the dean or unit leader

Notification of Appeal Status

All requests for appeals must be received by the date specified in the 2019 APR Calendar in order to be considered. Notification of approval or denial of appeals, addressed to the dean or unit leader, will be postmarked on or before the date specified in the 2019 APR Calendar.

Appendix C: GPA Reporting Requirements by Certification Area

9-12 UNIFIED SCIENCE: BIOLOGY 9-12 UNIFIED SCIENCE: CHEMISTRY 9-12 UNIFIED SCIENCE: EARTH SCIENCE

9-12 UNIFIED SCIENCE: PHYSICS

Tippendin of of it hopotomy requirements by continential in the	
CONTENT GPA is the GPA for approved courses that are listed on file with DESE to meet the content for certification	
requirements. For example, Mathematics 9-12 certification requires specific courses in mathematics. An approved certification	
area should have a list of approved courses on file with DESE. The GPA for these content courses is what is meant by "Content	
Area GPA." GPA is provided on a 4.00 scale (two decimal points).	
K-12 ART	
K-12 CHINESE	
K-12 DANCE	
K-12 FAMILY AND CONSUMER SCIENCES	
K-12 FRENCH	
K-12 GERMAN	
K-12 HEALTH	
K-12 HEBREW	
K-12 ITALIAN	
K-12 JAPANESE	
K-12 LATIN	
K-12 LIBRARY MEDIA SPECIALIST	
K-12 MUSIC - INSTRUMENTAL	
K-12 MUSIC - VOCAL	
K-12 PHYSICAL EDUCATION	
K-12 RUSSIAN	
K-12 SPANISH	
5-9 AGRICULTURAL EDUCATION	
5-9 BUSINESS EDUCATION	
5-9 GENERAL SCIENCE	
5-9 LANGUAGE ARTS	
5-9 MATHEMATICS	
5-9 SOCIAL SCIENCE	
5-9 SPEECH AND THEATRE	
5-9 TECHNOLOGY AND ENGINEERING	
9-12 AGRICULTURAL EDUCATION	
9-12 BIOLOGY	
9-12 BUSINESS EDUCATION	
9-12 CHEMISTRY	
9-12 EARTH SCIENCE	
9-12 ENGLISH	
9-12 GENERAL SCIENCE	
9-12 JOURNALISM	
9-12 MARKETING	
9-12 MATHEMATICS	
9-12 PHYSICS	
9-12 SOCIAL SCIENCE	
9-12 SPEECH AND THEATRE	
9-12 TECHNOLOGY AND ENGINEERING	
0.12 INITED CCIENCE, DIOLOGY	

PROGRAM GPA is the (CUMULATIVE GPA) for the specific certification areas listed below and for <u>ALL ALTERNATIVE</u>
<u>CERTIFICATION AREAS.</u> Please provide the GPA on a 4.00 scale (two decimal points).
B-3 EARLY CHILDHOOD EDUCATION
B-3 EARLY CHILDHOOD SPECIAL EDUCATION
B-12 BLIND/PARTIALLY SIGHTED
B-12 DEAF AND HEARING IMPAIRED
B-12 SEVERE DEVELOPMENT DISABLE
K-12 MILD/MODERATE CROSS-CATEGORICAL SPECIAL EDUCATION
K-12 SPECIAL EDUCATION ADMINISTRATION
1-6 ELEMENTARY EDUCATION
K-8 SCHOOL COUNSELOR
7-12 SCHOOL COUNSELOR
K-8 PRINCIPAL
5-9 PRINCIPAL (CANNOT STAND ALONE)
7-12 PRINCIPAL
K-12 SUPERINTENDENT
Not Applicable (N/A) GPA. Please provide demographic information on for completers of the following certification areas.
9-12 DRIVER EDUCATION
9-12 ROTC
K-12 ENGLISH LANGUAGE LEARNERS
K-12 GIFTED EDUCATION
K-12 SCHOOL PSYCHOLOGICAL EXAMINER
K-12 SCHOOL PSYCHOLOGIST
K-12 SPECIAL READING

1-6 MATH SPECIALIST